



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 accreditation 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 pt)	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	17	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 readiness and to cognitive development	15	7	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	16	4	0	0	3.82	4	0.39
Article 3-Topic-Students will demonstrate 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	4	0.34
Article 3-Topic-Retention and Transfer of Learning-Relationship Between these Two Learning Outcomes, Illustrations are Consistent with Article Findings	18	4	0	0	3.82	4	0.39
Classroom-Overall evaluation of Articles 1-3	13	9	0	0	3.39	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.G.3.2, AL-TROPI-COE-CF.1, AL-TROPI-COE-CF.3, AL-TROPI-COE-CF.5, AL-TROPI-COE-CF.6, AL-TROPI-COE-CF.9	18 (81%)	4 (18%)		
Article 1- Intrinsic Motivation- Illustrations are Consistent with Article Findings AL-AQT-2007.2.G.3.2, AL-TROPI-COE-CF.1, AL-TROPI-COE-CF.3, AL-TROPI-COE-CF.5, AL-TROPI-COE-CF.6, AL-TROPI-COE-CF.9	17 (77%)	5 (23%)		
Article 2-Topic- Student demonstrates an understanding of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development AL-AQT-2007.2.G.1.1, AL-TROPI-COE-CF.1, AL-TROPI-COE-CF.3, AL-TROPI-COE-CF.5, AL-TROPI-COE-CF.6, AL-TROPI-COE-CF.9	15 (68%)	7 (31%)		
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 AL-AQT-2007.2.G.1.1, AL-TROPI-COE-CF.1, AL-TROPI-COE-CF.3, AL-TROPI-COE-CF.5, AL-TROPI-COE-CF.6, AL-TROPI-COE-CF.9	16 (81%)	4 (18%)		
Article 3-Topic-Students will demonstrate an understanding of the strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes AL-AQT-2007.2.G.4.3, AL-TROPI-COE-CF.1, AL-TROPI-COE-CF.3, AL-TROPI-COE-CF.5, AL-TROPI-COE-CF.6, AL-TROPI-COE-CF.9	19 (86%)	3 (13%)		
Article 3-Topic-Retention and Transfer of Learning-Relationship Between these Two Learning Outcomes, Illustrations are	18 (81%)	4 (18%)		

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.

M	N	O	P	Q	
Rubric Title	Activity/Assessment History/Phil QUIZ I- History/Philosophy of Counseling Profession CACREP- 2009.INT.2.G.1.a	Activity/Assessment - Supervision QUIZ II Supervision Models, Practices and Processes CACREP- 2009.INT.2.G.1.e	Activity/Assessment- Professional Organizations Ethics-Credentials- Licensure QUIZ III- Professional Credentials, Organizations, Affiliations, Current Issues-Ethical Standards of Professional Organizations, Credentialing, Licensure, etc. CACREP-	Activity/Assessment-Roles- Collaboration-Crisis-Trauma of Counselors ESSAY I Counselor Roles, Relationships, Collaboration with community agencies and schoolsRoles, Responsibilities in crisis, disaster, trauma-causing	Act Sel
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 Ur
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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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

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- 2. Psychology Program Locations
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- 6. Comprehensive Program (54 Hours) Description
- 7. Psychology Major (36 Hours; requires an 18 hour Minor) Description
- 8. Department Degree Plan (Unofficial - For Student Advising Purposes)
- 9. Master Syllabi Program Learning Objectives (PLOs) 1, 2, 3, 4, & 5 (Assessment Period 2012-2014)
- 10. Master Syllabi for All Other Courses (Updated Summer 2012)
- 11. Transition Point Active Advising Program (2012-2014)
- 12. MAPP – Description and Registration Information
- 13. MFTP – Description and Registration Information
- 14. Psi Chi, International Honor Society & Psi Lambda, Troy Psychology Club (PG/PL)

1. Mission Statement and Goals

Psychology Overview

PSYCHOLOGY

Psychology is the science concerned with the understanding of behavior and mental processes. A major in psychology provides students with (1) a useful foundation for further study at the graduate level, leading to various careers in psychology, or to study in the health professions and social work; (2) skills related to employment at the baccalaureate level for the pursuit of careers in mental health services, industry, human services or areas where the knowledge of behavior would be deemed beneficial; and (3) a sound preparation for describing, understanding, predicting, and controlling the events in their own lives. Students who obtain an advanced degree have a growing range of new opportunities for employment in medical settings, sports, business, the military, as well as private practice, university teaching, and research.

The 36-hour psychology major provides students an opportunity to select courses from three major areas of psychology to meet professional and personal objectives. In addition, students selecting the 36 hour psychology major must complete an 18 hour minor. These areas are natural science, social science, and applied psychology. The 54-hour psychology program is a more structured major, emphasizing the core areas of psychology and methods of scientific investigation.

1.a. APA Guidelines Book

Attachments

[psymajor_guidelines.pdf](#)

1.b. Bloom's Taxonomy Document

Attachments

[1_Bloom_LiveText_Faculty_Student_July_17R12.docx](#)

All faculty will receive access to the Troy University Psychology Program - Faculty Information document. This houses all pertinent 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.

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12. Psi Chi, International Honor Society & Psi Lambda, Troy Psychology Club (PC/PL)

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Psychology Overview

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PSYCHOLOGY

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Edit

APA Guidelines Book

Edit


Attachments

 [psymajor_guidelines.pdf](#)

Bloom's Taxonomy Document

Edit

Attachments

 [1_Bloom_LiveText_Faculty_Student_July_17R12.docx](#)

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.