

Broaden Your Connections

The only platform that evolves your data experience.



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Improvement &
Accountability

Retention
& Success

Teaching
& Learning

Student
Engagement

Analytics
& Insight

Skills &
Achievement

**Expand your
ecosystem for an
empowered experience.**



An aerial, high-angle photograph of a modern building's courtyard. The courtyard is paved with light-colored tiles and features several clusters of modular, geometric seating in shades of grey and green. Several people are seen walking or sitting on the seating. The building's architecture is contemporary, with large glass windows and white structural elements. A large, bright green circle is superimposed over the center of the image, containing the text 'ePortfolio'.

ePortfolio

chalk&wire
POWERED BY **CAMPUS LABS**

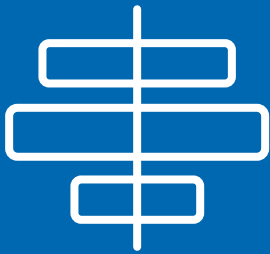


Unlock the Potential

“Partnering with Chalk & Wire allowed us previously unprecedented access. Faculty felt empowered and listened to, assessment tools become less ominous and course design aligned much closer not only to accreditation standards, but to our own internal objectives as well. *We now have a clear path for course development, assessment and program improvement.*”

*Mike Jones, Learning Academy Developer,
Indiana Wesleyan University*

Enhancing Learning



Student
Learning
Outcomes



Structured
Learning
Experiences



Learning
Reflection

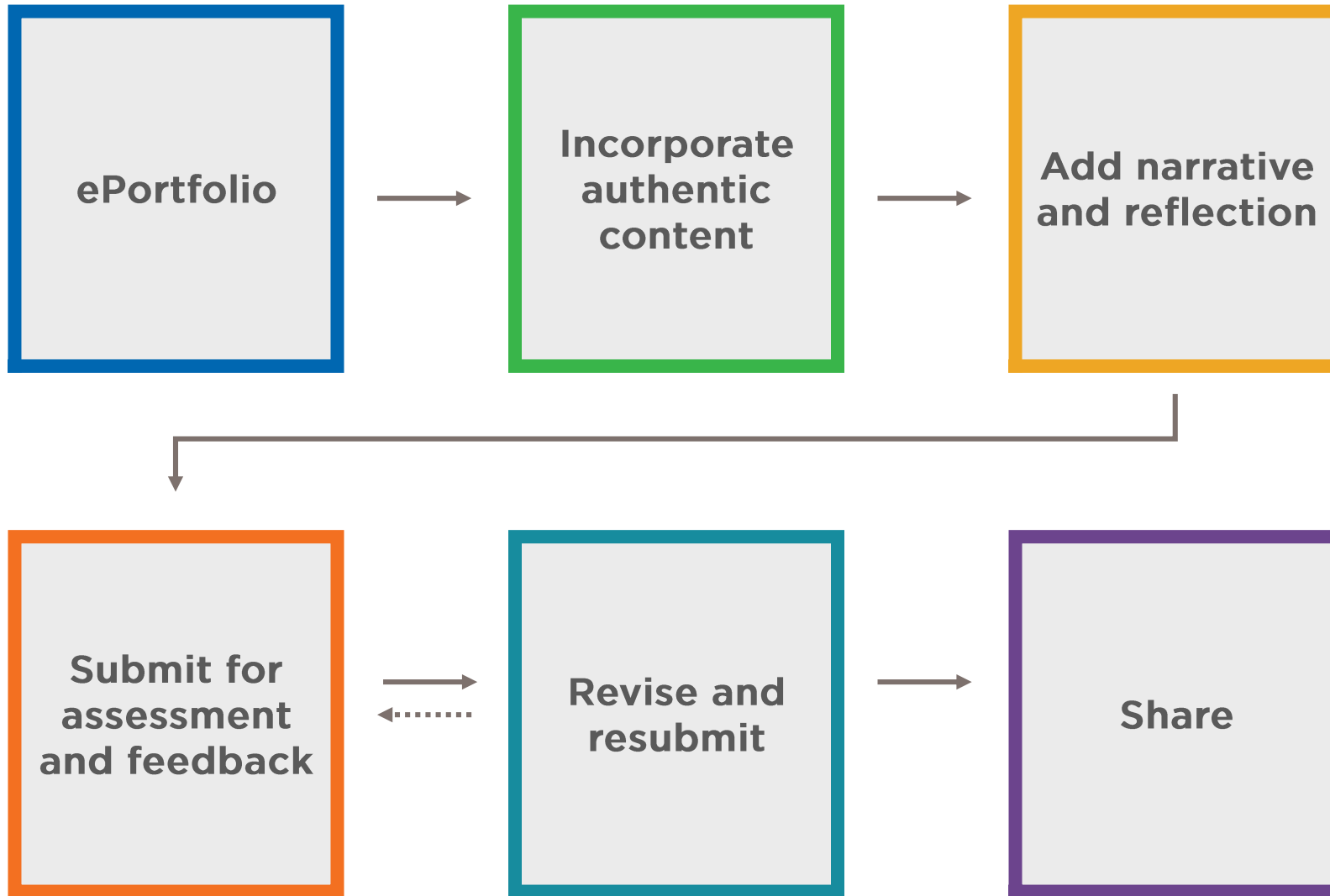


Meaningful
Feedback



Benefits All Stakeholders

Learner Workflow



Optional Requirements

● 0 Overdue Submission(s) ● 0 Submission(s) Due Now ● 1 Upcoming Submission(s) ● 0 Submitted ⚠ 0 Resubmission Request(s)

Portfolio Progress

View:

Recently Edited

My Journey at JHU

GROUP AAMC TOC Medical Sciences MODIFIED 2018-12-06

Overview

MEDD 410: Foundations of Medical Practice

- Case Study
- Self-Directed Learning Activity
- Clinical Experience Report

MEDD 419: Foundations of Scholarship & Flexible Enhancement

- Independent Study
- Scholarship Inquiry

MEDD 421: Transition into Clinical Education

- Clinical Presentation

MEDD 448: Transition into Postgraduate Education & Practice



Case Study



ADD CONTENT



Instructions

You will select one patient for whom you are currently caring in your Clinical Placement and complete the 'Resources' section below for required elements of your Case Study. A sample Case Study has been provided for your reference.

Instructions & Resources

- Patient Initials (do not use their full name as this information is confidential)
- Chief Complaint
- History of the Present Illness
- Past Medical History
- Family History
- Social History
- Physical Exam
- Assessment/Diagnosis
- Hospital Course or Patient Treatment Course
- Theoretical Discussion of Disease Processes
- Evaluation of Laboratory Findings
- Evaluation of Physical or Clinical Findings

MEDD 410 Case Study Sample

CASE STUDY

Develop the case report completely and in a logical manner. The report is to be written in PROSE style. Do NOT reiterate the question on your paper and then answer it. This is a TECHNICAL report and should contain medical and scientific terms used in an appropriate fashion. Since this is also an assignment, you must demonstrate to the university instructor what you have learned about the disease process(es) and their nutritional implications. Therefore, in parentheses, briefly explain what your terms means so that it is readily evident that you understand what you have been describing [i.e. hypoglycemia (low blood glucose)]. The final report will be TYPED and DOUBLE-SPACED. *For the Section headings, i.e., CC, HPI, etc. do not type what is in parentheses. This is for your information only!*

CASE STUDY FORMAT

PI:

Patient (pt's initials) is a 66 YOWM with COPD admitted to (facility name) through the ER on April 1st, 2003.

CC: (Chief Complaint)

What the pt was complaining of on admission to the hospital (or arrival at the outpatient clinical), in the patient's own words, not in medical terms.

HPI: (History of the Present Illness)

Describe the course of events occurring prior to the pt's admission, which caused him/her to seek medical care. This should be presented in chronological order with the earliest events first and those immediately preceding admission last.

Authentic Content



Self-Directed Learning Activity



ADD CONTENT



Text Block



Add File



Saved Report



Journal Entries



Form



Link to a Portfolio Page



...long learners because updated and effective patient care should be provided whi
Also, qualified clinical competence needs long periods of training and each physici
factor in adult learning. Medical students' readiness for self-directed learning is no
sed a comprehensive model of self-directed learning, and it has dimensions of mo
each individual self-directed learning competencies, the following are important:
(3) create an educational atmosphere in clinical training situations. In 2005, a 2-y
residency programs in medical school hospitals and advanced specialty programs p
clinical training opportunities. Under the new residency program, an additional pos
competencies. If physicians do clinical work using a scholarly way of thinking wi
reflection, they will become an excellent life-long learner.

[Click here to read complete article](#)

Submitting and Tracking

Case Study

ADD CONTENT

Instructions

You will select one patient for whom you are currently caring in your Clinical Placement and develop a Case Study report based on this patient. Please expand the 'Instructions & Resources' section below for required elements of your Case Study. A sample Case Study has been attached and can be used as a reference.

Instructions & Resources

A 50-year-old male patient presented to the emergency department at 2 AM with vomiting and abdominal pain. He had a 2-week history of polyuria and polydipsia, accompanied by a 20-pound weight loss and blurred vision. His medical history was unremarkable, except for being treated for hypertension with amlodipine 10 mg daily, which provided good control. (His blood pressure on admission was 135/80.)

Results of hospital laboratory studies (Table 1-1) revealed that the patient's initial diagnosis of diabetic ketoacidosis (DKA). The patient reported no family history of diabetes.

The patient was treated successfully for DKA and discharged from the hospital. He was instructed to perform blood glucose measurements 4 times daily before breakfast, 15 units of regular human insulin before dinner, and 20 units before bedtime.

SUBMIT

Import Content

EPA Case Study - Exit

NOT SUBMITTED

Modified: 2018-12-12 14:07:15

Submitting Content

Turnitin is enabled. Assessors are able to run originality reports on submitted documents.

STATUS SUBMITTED

Content Submitted

Congratulations! Your work has been successfully submitted. Use the Review Submission feature below to review your work, add comments, and tag submitted content.

Assessor	Assessment Instrument	Page	Submitted
Waters, Mike	EPA Case Study - Exit	Case Study	2018-12-14

REVIEW SUBMISSION

Share. Download. Print.

- Internal and external audiences
- Share entire body of work or parts—portfolio or single element
- Set optional expiration date and/or password
- Change share permission any time
- Post directly to social media

Sharing

Secure Sharing URLs

+ Share this Page

Share URL

Share

Entire Portfolio

Entire Portfolio

This Page and Its Subpages

This Page Only

Generate Share URL

Sharing

Secure Sharing URLs

+ Share this Page

Overview 2018-12-12

Share URL

https://beta.chalkandwire.com/ep2_cwudemo/SecureUrlPage.aspx?urlId=1500904&u:

Share

This Page Only

☐ Allow Commenting

Optional Security Settings

Update URL Delete

Send Email Tweet Share Share

Customizable Themes

Setup

Portfolio Title

MY EDUCATIONAL JOURNEY

Table of Contents

MEDICAL SCIENCES

Theme ?

NYU 1

Edit Setup

NEW!

Build a Theme

Edit Theme

Theme Name

☒ Apply theme to My Educational Journey

Type

Personal Theme

Header Primary

D3DBCE

Header Secondary

46A9D4

Portfolio Title

FFFFFF

Active Navigation

820000

Page Title

485257

☒ Show Header

☒ Show Logo

☒ Show Banner Borders

☒ Show Portfolio Title

☒ Show Profile Image

☒ Show My Name

Banner Height (px)

Banner Image

None

Banner Tiling

None

Banner Color Blend

None

Gradient Direction

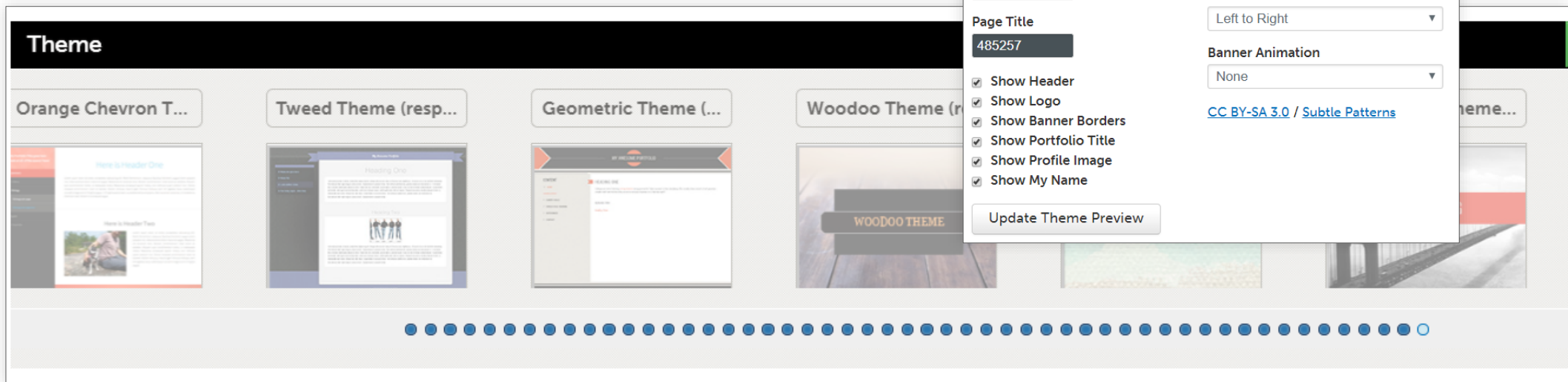
Left to Right

Banner Animation


None

[CC BY-SA 3.0](#) / [Subtle Patterns](#)

Update Theme Preview



Academic ePortfolios



Zoe Reynolds

Home

- Early Literacy - EDST2004
 - Lesson Plan REFLECTION
 - Lesson Analysis
 - Field Experience
 - Reflection and Self-Assessment
- Diverse Classrooms - EDST2006
 - Graphic Organizer
 - Lesson Plan EDST 2006
- Curriculum - EDST4000
 - Unit Plan

Home

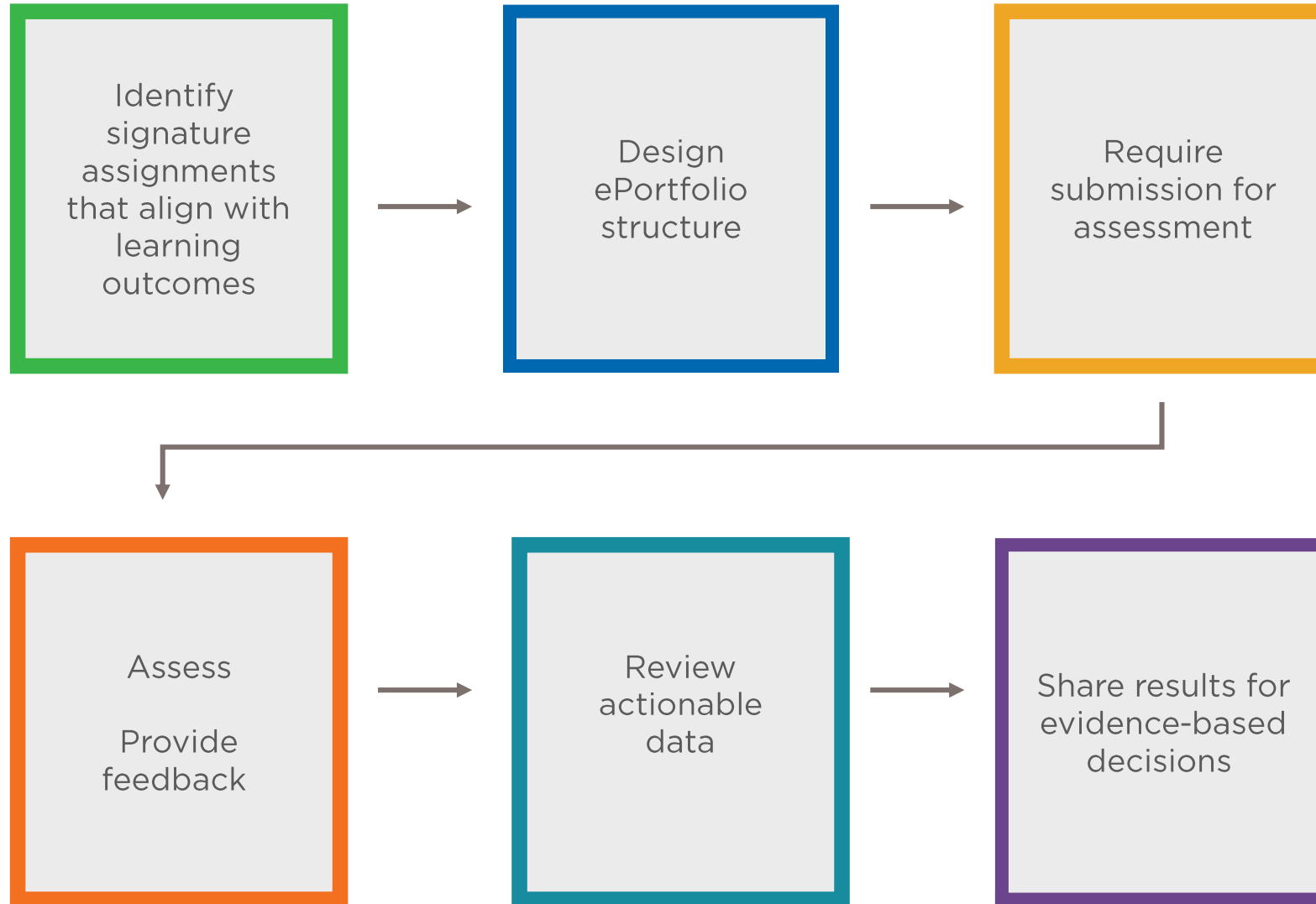
Welcome to your Portfolio!

Welcome to your Teacher Education Program Portfolio!

Here you will post key assignments that will be assessed to give you feedback about your progress in your courses.

These assignments are closely tied to the objectives of the program and act as culminating demonstrations of large blocks of knowledge and skills.

Institution Workflow



Meaningful Connections

Assessment Instrument View

[Return](#)[Save as PDF](#)[Edit Assessment Instrument](#)

[View Full Instrument Linkage](#)

About Assessment Instruments

Assessment instruments are linked to *Tables of Contents* or *Assignments* to allow for the submission and assessment of work. The criteria within the instrument are also linked to individual standards to show how they are being met through the course curriculum, and to track student progress and learning.

Historiography Research Essay_conventional

Wartburg demo

Outcome Links

<div>1.0</div> <div>Historical Approaches</div> <div>WCSLO3</div>	<div>1.0 Unacceptable</div> <div>only one historical approach assessed or no assessment offered to historical approaches</div>	<div>2.0 Poor</div> <div>limited number of historical approaches assessed with little depth</div>	<div>3.0 Satisfactory</div> <div>number of historical approaches assessed but inconsistent in depth</div>	<div>4.0 Good</div> <div>appropriate historical approaches used with varying thoroughness</div>	<div>5.0 Excellent</div> <div>all the appropriate historical approaches assessed thoroughly</div>
---	--	---	---	---	---

Outcome Links

<div>1.0</div> <div>Thesis</div> <div>WCSLO1</div>	<div>1.0 Unacceptable</div> <div>no clear thesis or central topic</div>	<div>2.0 Poor</div> <div>weak thesis, tends to be more descriptive than analytical</div>	<div>3.0 Satisfactory</div> <div>thesis too obvious or vague</div>	<div>4.0 Good</div> <div>thesis present, but not clearly articulated or concise</div>	<div>5.0 Excellent</div> <div>thesis clearly articulated and recognizes the main lines of debate in the literature</div>
--	---	--	--	---	--

Outcome Links

<div>1.0</div> <div>Evidence</div> <div>WCSLO1</div>	<div>1.0 Unacceptable</div> <div>Little or no evidence offered</div>	<div>2.0 Poor</div> <div>Evidence provided</div>	<div>3.0 Satisfactory</div> <div>Majority of evidence supports</div>	<div>4.0 Good</div> <div>Arguments generally</div>	<div>5.0 Excellent</div> <div>All evidence selected fully</div>
--	--	--	--	--	---

Links to Outcomes

Criterion: Content Knowledge

Outcome Set: CAEP 2013

Outcome: Provider Responsibilities: Completers Apply Content & Pedagogical Knowledge

Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

Outcome Set: InTASC 2013

Outcome: 2(c) Performances: Build on Prior Knowledge and Experiences

The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Outcome: 3(i) Essential Knowledge: Relationship between Motivation and Engagement

The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

Criterion: Use of Technology

Assessment Workflows

Initial Assessment

The work is assessed. What happens next depends on the result of the assessment, and the settings below.

Based On:

Use Pegmap:

Threshold Score (0 to 4)

Score equal to threshold counts as a:

Overall Instrument

No Pegging (Default)

Pass

+ Pass: Higher

+ Fail: Lower

☐ Completed
 Work will not be escalated, and the assessment is considered completed.

☐ Assessed Elsewhere
 Instrument for Next Assessment
 (The original submission's assessment instrument)

☐ Returned to the Student
 Enter a default message that explains why the work is rejected, and a resubmission is required.

☐ End Assessment
 Work will not be escalated, and the assessment is considered completed.

☐ Assessed Elsewhere
 Instrument for Next Assessment
 (The original submission's assessment instrument)

17 My Held Assessments

All Pending Assessments

Pending Assignments

Pool Assessment

0 7 My Assessment Pools

Completed

Completed Assessments

Completed Assignments



Scoring Type

- ☒ Conventional
- ☐ Formula
- ☐ Additive
- ☐ Checklist




information literacy

<div>1.0 Defining the Information Need</div> <div>1.0 Identifying Sources of Information</div>	<div>1.0 Pre-Skill</div> <div>The ability to conduct needs assessment to define and articulate the need for information is not yet evident.</div>	<div>2.0 Emerging</div> <div>Demonstrates limited ability to conduct needs assessment to define and articulate the need for information.</div>	<div>3.0 Adequate</div> <div>Demonstrates the ability to conduct needs assessment to define and articulate the need for information.</div>	<div>4.0 Proficient</div> <div>Demonstrates the ability to conduct needs assessment to define and articulate the need for information. Models skills associated with defining the need for information.</div>	<div>5.0 Exemplary</div> <div>Demonstrates the ability to conduct needs assessment to define and articulate the need for information. Models skills associated with defining the need for information; proactively collaborates to conduct needs assessment to define and articulate the need for information.</div>
	<div>1.0 Pre-Skill</div> <div>The ability to identify and provide access to a variety of appropriate sources of information is not yet evident.</div>	<div>2.0 Emerging</div> <div>Demonstrates limited ability to identify and provide access to a variety of appropriate sources of information.</div>	<div>3.0 Adequate</div> <div>Demonstrates the ability to identify and provide access to a variety of appropriate sources of information.</div>	<div>4.0 Proficient</div> <div>Demonstrates the ability to identify and provide access to a variety of appropriate sources of information. Models effective evaluation techniques.</div>	<div>5.0 Exemplary</div> <div>Demonstrates the ability to identify and provide access to a variety of appropriate sources of information. Models effective evaluation techniques; proactively collaborates with peers and others to develop effective evaluation techniques for sources of information.</div>

View While Assessing

 7HIST2406

Download Close



6FMENG2106


Technical Report Lab 1

TENSILE TEST OF THIN ENGINEERING SHEET MATERIAL

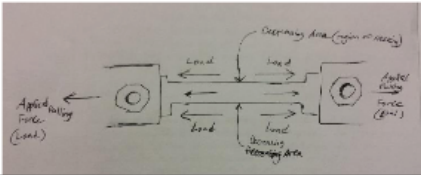
Georgia Southern University
Statesboro, GA, USA

ABSTRACT

The Tensile Testing of a Thin Engineering Sheet Material (a thin-metal ribbon coupon), involved its subjection to a gradual stress and strain applied by a tensile load shown in "Sketch 1.". This tensile load was imputed through a stress strain apparatus, by a gradual load applied through an included incremental lever arm device. In conjunction with the apparatus "Picture 1."; the incremental data was recorded. This data included the in sync gradual physical change, of the coupon specimen's change in elongation or failure due to the stress and strain that was applied, was then recorded through a sensor interface and the results were compiled and presented on to a data collection software.





e Engineering Strain
F Force, Psi
 l_o Original Length, m
 Δl Change in Length, m
 l Instantaneous Length, m
 \ln Natural Log
S Engineering Stress, Psi
 ϵ True Strain
 σ Stress/True Stress, Psi



INCOMPLETE

1 of 4

See All Criteria

Basic TCM Dx: Completes at least 10  3.0 

1.0

2.0

3.0

↓

↓

↓


Comment...

Comment Suggestions

PREV

1 2 3 4

 NEXT

Overall Comments: 

Comment...

+ CREATE NEW ASSESSMENT

Time Elapsed 00:01:09

Meaningful Feedback

1.0	2.0	3.0	4.0
↓	↓	↓	↓

You certainly connected your text to your audience... maybe even a little too much. While that connection is important, don't forget that you may need to define some terms for better comprehension by other readers.

I really appreciate the background you provided and the the depth of your research.

Great job!

As usually, your attention to detail is strong, but you missed including two references.

Comment...

COMPLETE

3.0

FINAL SCORE

(OPTIONAL) FINAL GRADE %

75

Save

1 Resubmission Request(s)

EPA Case Study - Exit

RESUBMISSION REQUIRED

2018-12-14

Modified: 2018-12-13 14:48:00

PENDING

1 of 2

Redefining the Information Need

1.0 2.0 3.0 4.0 5.0

↓ ↓ ↓ ↓ ↓

Comment...

PREV 1 2 NEXT

Overall Comments:

Please review commen

REQUEST RESUBMISSION

+ CREATE NEW ASSESSMENT

Time Elapsed 00:01:44

Powerful Analytics in 4 Steps

1. Determine Report Type

- ☐ Point-in-time
- ☐ Progress-over-time

2. Determine Data Source

- ☐ By Outcome (set or statement)
- ☐ By Instrument
(or criterion for most granular view)

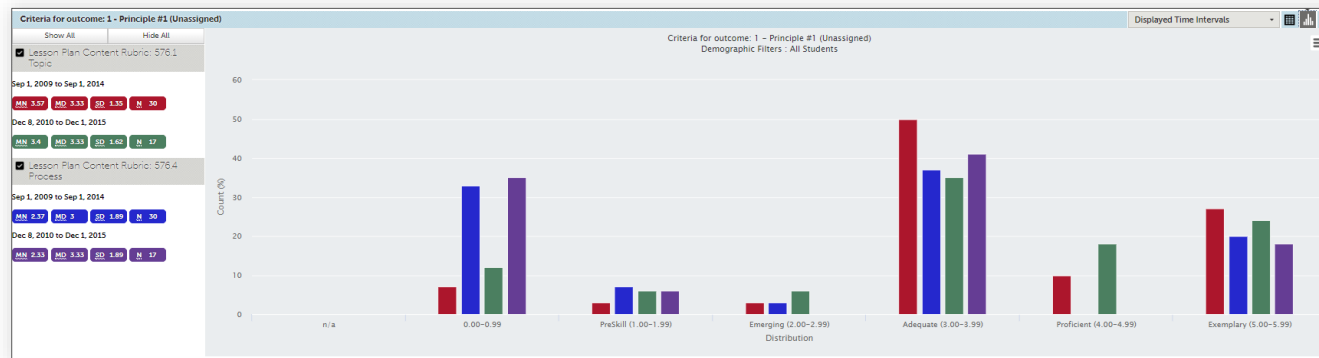
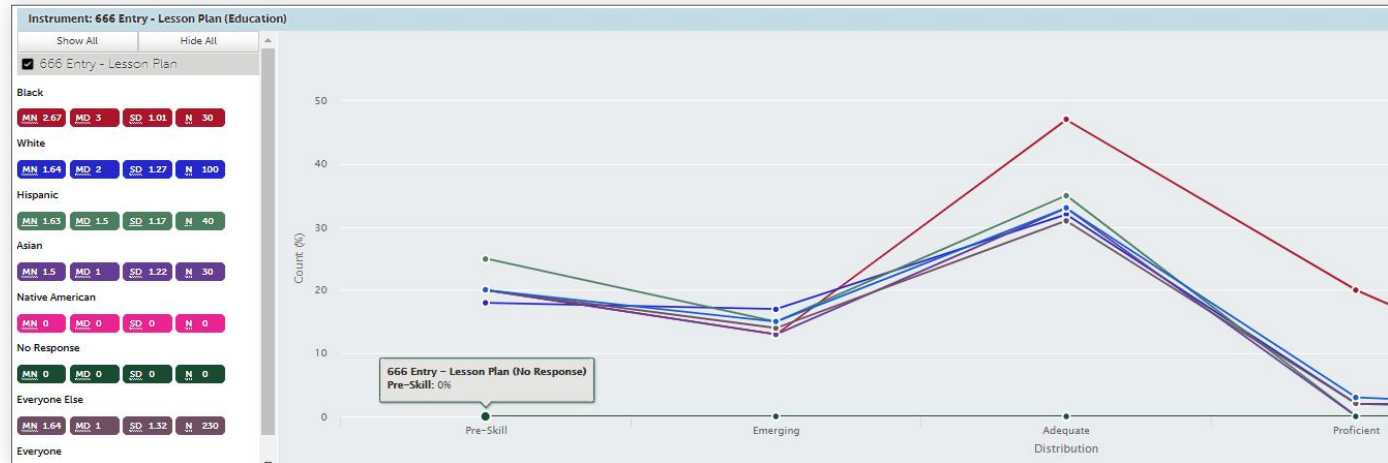
3. Filter by Desired Demographic

- ☐ Race/ethnicity (set or statement)
- ☐ Gender Identity
- ☐ Location
- ☐ Age (DOB)
- ☐ Any quality you determine...

4. Share Results

- ☐ Save Report
- ☐ Export
- ☐ Share

Actionable Data



Drill down into outcomes by student

Drill down into criteria

Drill up to outcome set

Related Information

View Outcome Set

Outcome Set Links To TOCs

Outcome Set Links From TOCs

Outcome Set Links To Criteria

Outcome Set Scores By Student (Matrix)

Scores for Criteria Linked To Outcome Sets

Outcome Set Scores By Department (Matrix)

Correlation Matrix

Outcome Links To TOCs

Outcome Links From TOCs

Outcome Links To Criteria

Scores for Criteria Linked To Outcomes

Comprehensive Results

Score and grade • Date of submission and assessment • Link to uploaded files
Scores and comments by criterion • Tagging

Assessment Details

[Print](#)[Return](#)

GRADE: 95.0%**2.8**[Greens, Carla](#)

Actions

SUBMITTED

2013-04-22 11:22:02

ASSESSED

2014-02-03 11:57:46

ASSESSOR

[Taylor, Anna](#)

TYPE

Normal

ATTACHED FILE(S)

None

TOC

CWU Education

INSTRUMENT

[SEYS 364/564 Thematic Lesson Plan Rubric](#)

Tags

• leadership

×

• content knowledge

×

Save Tags

OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
Enduring Understanding	Enduring Understanding—derived from the culture standard for the corresponding unit to which this lesson belongs. Essential to thematic planning Focus Question The question students will answer by the end of the period or a few lessons.	<div><div>1.0</div><div>1.0</div><div>4.0</div></div>	
Objectives	Objective(s) 1) Includes SWBAT 2)Clearly describes a student outcome that can be observed 3)uses a verb from Bloom's Taxonomy 4)uses higher cognitive levels.	<div><div>2.0</div><div>1.0</div><div>4.0</div></div>	
Standards addressed		<div><div>4.0</div><div>1.0</div><div>4.0</div></div>	
Do Now/ Warm Up & Motivation	Do Now/ Warm Up & Motivation 1) Do Now at the beginning of the lesson & is short duration- no more than 3-5 minutes, 2) Teacher is not participating or guiding, students work independently, 3) motivation is interesting lead-in into the lesson & involves prior experience or interests of students, 4) brief motivation & clearly explained	<div><div>3.0</div><div>1.0</div><div>4.0</div></div>	
Materials	Materials 1) Lists all items mentioned in the LP 2) All items are attached to lesson plan 3) All items have a title that matches the list 4) Clear how all items will be used in lesson	<div><div>3.0</div><div>1.0</div><div>4.0</div></div>	

Intuitive Integrations



Connect Chalk & Wire Results to Planning

Planning

FY 2019 / AA STRATEGIC PLAN

< Edit Plan Item

Template: Student Learning Goals and Measurements

Name *
Student Learning Goals and Measurements Item

Progress
Ongoing

Providing Department *
Hometown University

Chalk & Wire Sources Summary
Provide a narrative for the plan item incorporating the most recent Chalk & Wire data.

File Edit View Insert Format Tools Table
Formats B I
The Chalk & Wire criteria included here provides detailed, student by student assessments on the specific student measurements required.

+ Chalk & Wire

No Chalk & Wire sources have been added.

Delete Read View Done

Planning

FY 2019 / AA STRATEGIC PLAN

< Add Chalk & Wire Re

MY SAVED REPORTS
Joek's Personal Report

MY REPORTS IN SITE LIBRARY

Planning

FY 2019 / AA STRATEGIC PLAN

< Edit Plan Item

Template: Student Learning Goals and Measurements

Name *
Student Learning Goals and Measurements Item

Progress
Ongoing

Providing Department *
Hometown University

Chalk & Wire Sources Summary
Provide a narrative for the plan item incorporating the most recent Chalk & Wire data.

File Edit View Insert Format Tools Table
Formats B I
The Chalk & Wire criteria included here provides detailed, student by student assessments on the specific student measurements required.

+ Chalk & Wire

My Personal Report
Report of data as of Aug 15 2018.
Data presented is up to date with Chalk & Wire Report

		Sep 1. 2014 to Dec 31 2014			
assessment instrument name	criterion name	n	mean	median	standard deviation
Dental Medicine: Examination Evaluation	Communication Skills	29	1.83	2.00	0.83
Dental Medicine: Examination Evaluation	Ethics & Professional Responsibility	29	1.93	2.00	0.87
Dental Medicine: Examination Evaluation	Modeling Oral Health Care Management	29	2.34	2.00	0.84
Dental Medicine: Examination Evaluation	Evidence-based Approach to Diagnosis	29	2.07	2.00	0.69
Dental Medicine: Examination Evaluation	Critical Thinking	29	2.24	2.00	0.82

← Previous 1 Next →

Showing 1 to 5 of 5 entries

Delete Read View Done

CampusLabs

Our Philosophy

Intentional implementation. Support when you need it.

Our goal is to help you achieve yours.

Although we've worked with more than 1,400 institutions, we know that each campus is unique. Our Campus Success team will work directly with your faculty and staff to maximize the impact of our toolset to achieve your goals. As a valued member campus, you'll receive full support before, during and after implementation.

“Campus Labs has a track record of success. Their sophisticated and smart staff, exceptional resources and data-driven approach offers us a powerful resource to help define the learning we are engaged in on-campus.”

*Patty A. Perillo, PhD | VP for Student Affairs, Assistant Professor,
Higher Education Program, Virginia Tech*

The Campus Labs Promise



A dedicated onboarding
and implementation team



Continual support
(even after implementation)



Functional and
technical support



Strategic recommendations
for campus success



Campus Intelligence

Your Source for Reimagining Data in Higher Ed

www.campusintelligence.com

Thank You



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Allison Laske, MS
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