

Emily Lane Supporting Evidence for the MHE PLO

Please note, if you would like to see the referenced papers, they can be found in the .zip file that is accompanying this submission.

<i>M.Ed. Expected Program Learning Outcomes</i>	<i>Nearing Completion</i>	<i>Supporting Artifact</i>
<i>Academic Literacies and Habits of Mind:</i>		
1. Critical reading proficiencies (especially analysis of research and scholarly journal articles) to deal effectively with theoretical, empirical, and policy material in higher education	10	HIED 849: Legal Issues in Higher Education – Final Paper <ul style="list-style-type: none"> This paper required the synthesis of nearly 20 sources including notes from litigations, scholarly articles, and news articles. The product is an analysis of potential legal issues an international student might encounter and suggests for how administrators, faculty, and staff might help students avoid these litigations.
2. Critical writing proficiencies to analyze problems of practice, draw upon and apply concepts studied, and synthesize ideas into relevant and useful conclusions	9	HIED 596: Individual Studies – Final Paper <ul style="list-style-type: none"> This paper utilized Astin’s IEO model as a framework to establish international student engagement as an outcome and identify and respond to potential barriers to students reaching this outcome. To do so, the paper utilizes multiple theories including Jones and Abes’ MMDI theory and intersectionality.
3. Critical thinking skills that require suspended judgment and the application of relevant theory to varied areas of practice, both in written material and oral communications	9	HIED 840: Evaluating Academic Programs – NSSE Part 1: Engagement Report <ul style="list-style-type: none"> This report applies the knowledge and application of Engagement Indicators as a measure of student learning and retention through a statistically supported self-comparison and peer-comparison of NSSE data. Therefore, it reflects the critical thinking that is integral to interpreting and visually representing NSSE data in a way that can be used to identify areas of improvement in applied practices.
4. Becoming a responsible, proactive, reflective, life-long learner	10	HIED 807: Academic Advising – Advising Philosophy <ul style="list-style-type: none"> This philosophical statement articulates my intent to act as an adviser who will prioritize building a healthy rapport with each of my advisees through taking interest in their lives, being a student advocate, and keeping organized notes to assist in interdepartmental communication. Most importantly, it articulates my goal to become a life-long learner through becoming an active member in professional organizations and maintaining professional networks.
<i>Social Learning and Communication:</i>		

5. Ability to collaborate with others, solve problems, make decisions and engage in reflective practice	9	HIED 810: Planning and Resource Management – Leadership for Program Prioritization Exercise <ul style="list-style-type: none"> This exercise presents a theoretical plan to construct a program prioritization team with specific roles and positions for each member. My desired role is also described with my rationale for wanting this role evaluated.
6. Understanding of purpose, audience, and context for written communication and oral presentations	9	HIED 846: College Students and Their Success – International Student Engagement Presentation <ul style="list-style-type: none"> This presentation combines Higher Education theory with recent research efforts to investigate international student engagement. The presentation has embedded sound files so the presentation can be seen at the viewer’s convenience as it was originally presented.
7. Use information and communication technologies	10	HIED 545: Foundations for Student affairs – Institutional Snapshot: Meredith College <ul style="list-style-type: none"> This paper and its accompanying presentation and webpage exhibit the use of multiple technologies including but not limited to Wordpress, Powerpoint, and Excel. The purpose of this project is to provide a snapshot of an institution’s history, mission, and faculty to make connections between course learning and the field. http://emilylouiselane.com/index.php/resume/hied-545-foundations-of-higher-ed-and-student-affairs/why-choose-meredith/
<i>Practical and Professional Capabilities:</i>		
8. Draw upon key theories, concepts and research findings to assess current issues and challenges facing higher education	8	HIED 842: Administrative Leadership in Higher Education – John Carroll University Eliminates Tenure Protections <ul style="list-style-type: none"> This in-depth analysis of a current, public, leadership situation draws connections to the problem, potential solutions, and leadership strategies used.
9. Collect and analyze data to improve practice in particular administrative areas of higher education	9	HIED 801: Foundations of Research - International Student Enrollment Prediction at North Carolina State University <ul style="list-style-type: none"> This paper utilizes recent enrollment data and statistical methodology to predict international student enrollment at NCSU to indicate if NCSU is utilizing or missing an opportunity for revenue and culture diversity.
10. Clarify values and apply the standards of professional and ethical practice as a future leader in this field	10	HIED 810: Planning and Resource Management – Budget Exercise Rationale <ul style="list-style-type: none"> This paper and accompanying excel worksheet detail my rationale in making budget cuts to certain departments and positions. It exemplifies my application of professional and ethical practices as a future member of an Institutional Research team because it shows the value I place on respecting human capital, among other things, in times of financial hardships.