Leadership Vision & E-Learning Plan

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Introduction

Students are struggling to finish off college within the expected traditional time frame of four years. According to the National Center for Education Statistics (2019), approximately 40 percent of first-year students who are full time earn a bachelor degree within the four-year time frame (Hess, 2019). With more than half struggling to graduate within four years, students take on additional loans to finish off or even drop out because of financial constraints. How to keep students focused and to stay on track for graduation and to increase the retention rates? A new vision emerges to help improve the graduation rates within the allocated four years.

Low Retention Rates

The retention rates across the universities are lower than anyone wants to see. Universities need to give a convincing justification on why students need to spend and invest a significant amount of time in enhancing their learning. A majority of the entry-level jobs even require a considerable amount of hands-on experience. It contradicted with the past hiring practice where corporations are willing to invest a significant of their budget to train the new staff. Internship programs are there but challenging to find and get accepted. Professional leaders love the idea that students are taking the initiative to self-motivate themselves. Students engaged makes a big difference and contributes to the overall improvement of the field, giving students a helping hand to keep them on track and to guide them to reach their educational and career goals.

Vision

Imagine an e-learning lab discovery where students can have the options to explore and expand their learning boundaries. Many universities lack resources to make the connection between students and learning materials for success both in the school and the corporate environment. University administration realized the urgent need to keep students engaged in the materials covered in their classroom. Run the risks of having students graduating from schools feeling the lack of confidence to have the right designated skills when finishing off an education. Corporations are expecting newly hired personnel to have the right set skills when first onboarding. They have the training. But, with all companies, budget constraints limited the amount of time and allocated resources to give newly hired enough time to cover the necessary skills needed for the job role.

E-Learning Assessments

Each of the performed assessments over e-learning labs yields different results because of the design (Horton, 2012). Technology is changing and evolving rapidly on how students retain, learn, and engage with the learning materials. Students encouraged to go beyond their provided or presented learning materials by their instructors. The intensive of the program to cover all the necessary materials offer a struggle with the amount of time available. Students advocate for themselves and go beyond learning from the classroom; alternative avenues for students to pursue, but where to start — students not alone in this frustration. Even administration and instructor wrestled with the idea of ideal content should they have in the learning lab that will not overwhelm the students when they first take a glance. Having a stacked environment is excellent, but a balance is needed to avoid the overwhelming factor. Students become less focused and tensed, which discourage students from taking the first step to engage. Instructors faced with the dilemma to make sure the learning environment is welcoming enough, but overly too simple so

that students felt not enough to challenge. However, the administrators have to find the right balance to ensure all covered stakeholders, tasked to connect what students are learning to the lab that complements their learning.

Working Groups

University formed various working groups to assess the current university environment. Unfortunately, many universities have an outdated e-learning platform and lack the right setup to have the proper engagement to connect students to the right materials that are needed when they graduate from schools. School provides the foundation for students to learn, to engage with the content, but it always impossible to have the explicit material that the corporation is looking. Students expect instructors to give them all elements, so that is easier for them, but it is doing a disservice to them. Instructors are there to guide them and to point them in the right direction. Students have to be challenged to research materials that are not in front of them. Accept the challenge to view whether the presented documents are accurate of the current situation or do not to go beyond the next steps of having it revised to current material standards. Technology becomes outdated very quickly; it takes less than a year where there is a modified version available. It does not mean when there is a new version available; we automatically go for the original installation. Evaluation and testing are done to ensure the proper steps are taken to make sure they meet all the objectives and goals in place.

<div align="center">E-learning Plan</div>

A few takeaways to consider when setting up this e-learning lab discovery. Students need to have a setup that mirrors corporate settings. Corporations are willing to give facility tours and to help or even ready to be part a partner of the working panel to help with the initial setup. The correct installation depends on what the student body and what students needs are. Having all

tools there without the proper training or the know-how to use becomes pointless and are collecting dust.

Some universities go overboard to ensure to cover all aspects, not to realize what assets can be overlapping. Not just educational institution, corporations have the same mentality as well. The following general guideline provides an overall starting point. The following objectives covered in the newly designed e-learning lab discovery and the use of instructional design ADDIE model (analyze, design, develop, implement, evaluate) as a framework to organize the development of the e-learning lab discovery (Brown & Green, 2016).

- Students need a realistic, hands-on experience learning environment to master IT skills (Wittman, 2010).

- Students who are allowed to train and practice with a hands-on curriculum and gear them and encourage them to prep them for the IT field. Found to be more engaged in the learning materials, their education, and their designated career path.

- An e-learning platform that allows students to have a taste of hands-on experience through simulated labs that support lecture, videos, and written lessons.

- With the completion of hands-on training, students feel much more confidence in themselves (Horton, 2012) . Have a minimum background of experience of where to start and corporation love the idea. Students are prepped with a portion of the onboarding processes and allow time to cover another aspect of the job requirement.

The e-learning lab discovery goal is for students a chance and an opportunity to gain some practical experience over their courses of studies through hands-on practice. The traditional method of memorizing the information goes beyond the scope of the trend that supports the current learning environment. Students encouraged to apply what they are learning and to

provide insights, feedback, comments, and even challenge what is presented. Students

encouraged to voice their opinions. The e-learning lab discovery prepares students for the actual

working environment and to give them a taste of what to be expected. Visiting professionals are

invited through webinar seminars to share their working experience to ensure that students have

the opportunity to make a connection and to have someone to network or even provide guidance

in their career path.

Transformational Leadership

Transformational leader executes the vision of the e-learning plan. The educational

leaders will encourage, inspire, and motivate students to innovate and create changes for their

education and career path, taking ownership of their knowledge, content, and skills (Northouse,

2018). These accomplishments happened when educators guided students to take ownership and

be independent in their learning. Transformational leaders inspire and motivate their student

without having to micromanage. Or even to keep tabs on the students' progress to ensure projects

delivered promptly. The instructor has confidence in their student's ability to manage their

schedule on their own. This leadership style is designed to give students more room for growth

to be creative, look to the future, and find new alternative solutions to existing problems.

Bass (1985) further develops the idea to include ways for measuring the success of

transformational leadership. This model encourages leaders to demonstrate authentic, strong

educational leadership where students inspired others to follow in their footprints.

Transformational leadership is practiced across many organizations and give student followers a

great role model to admire. Bass defines how the leader affects followers and identifies ways

where the leader makes the differences, for the followers include increasing awareness of

importance and value, the focus of the team and organizational goals (Bass, 1985).

Transformational Leadership and IT Industry

Technology requires innovation and leadership to stay focus and to be ahead. Transformational leadership has the potential to empower your workforce to do more than you thought possible. These leaders are on a mission to help fuel cohesion among peers and team members.

Challenges Presented and Confronted by Transformational Leaders

By rocking the norm, transformational leaders are always challenging the status quo. They foster an environment for conversations, be creative, and have their ideas and opinions heard a place where all members feel welcome to contribute. Individualized consideration since people are different and what motivates and excites you is different from your peers and coworkers. Transformational leaders have to learn to adapt your style to accommodate the skills and people on your team. Changes create conflict and figuring out how you're going to get all these people to work with you.

The e-learning lab discovery is going to challenge the norm status since a portion of the learning will be done through a computer-synthesized environment. The traditional instructor will feel the threaten pressure that they are replaced. The educational administrator needs to get the buy-ins from the instructor; that this learning platform is going to be an additional benefit for the students and it complements the students learning without having to compromise any instructor's job functions.

Funding Proposal

The importance of e-learning lab discovery comes with many essential aspects and significantly contributes to the overall student's improvements with better graduation rate within four years and increase the retention rate among students dropping out of their coursework due to frustration and the lack of engagement. Improved training cost since each time the e-learning lab is accessed, your return on investment improves because you are dividing the fixed costs by the number of uses. An increase in productivity, because e-learning is not bound, training students on a flexible schedule. Also, with the current budget constraints experienced by the universities; asking students to already paid more is not a viable option. The e-learning lab discovery helps to increase learning with the additional monetary budget that is already allocated previously for the student's technology fees. So the e-learning lab discovery is a great way to give them the tools and skills needed to enhance their performance.

Conclusion

Having students graduate in the prescribed four years is very challenging for many universities. Many different factors played in the role to keep the students motivated in their studies without having them deter from the designated path. University can also do their part to make sure the conservation level is there for students to express their opinions of what works and what doesn't. As for now, the vision of this newly developed e-learning lab discovery will provide alternative learning options for students to engage with their coursework. Survey sent out to students at the end of the semester to evaluate the effectiveness of the new e-learning vision.

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