

THE AMERICAN INSTITUTE OF MANAGEMENT SCIENCE

AIM - WORK - BELIEVE - SUCCEED



STRATEGIC GOALS FOR NEW STUDENTS ADMISSION, CONTINUED RESIDENCY, AND RETENTION MANAGEMENT

OUR GOAL:

To Admit, Retain, Graduate, and Transfer Colbourne Students onto University abroad where they will live, earn the degree, and work, before returning home more marketable and employable.

Problem Identification: AIM-USA seeks new roles, programs, and development opportunities for to improve the capabilities of its personnel by developing their potentials and abilities to identify and support at-risk students in Colbourne's system. The aim is to help the students to stay, learn, graduate, and achieve their goals.

Our strategy is to build a knowledge community of efficient and effective workers to implement creative and high impact learner programs for: higher level scholarship and grades; customer-focused admission, and student-centred support teams; effective retention model to reduce current high levels of attrition; and to increase students' work quality and grades, participation, and graduation rates.

1) INTRODUCTION

To start, it is important that you understand the inter-relationship and differences between AIM-USA, Ft. Lauderdale (The Recruiter) And Colbourne College (The Institution). Both are separate legal entities in different countries and have different core functions. AIM-USA, Ft. Lauderdale, carries out marketing, recruiting new students, admission, and provide learner support and retention incentives to the Colbourne Student from our online platform. While Colbourne focuses on quality educational programs through teaching, learning, assessments, and library media services in Jamaica. The objectives of both institutions are however same: to design effective admission, student recruitment and retention programs to attract the best students and further help them to stay in school, learn, graduate and succeed beyond college.

2) PROGRAMS AND ADMISSION BENEFITS FOR STUDENTS

Colbourne College is the only institution in the Caribbean providing direct transition onto final year of 200 Universities overseas. Our international curricula are helping us to build a strong community of higher achievers with research competencies, critical thinking, and evidence-based learning.

Our students are now positioned in higher education and work experiences here and abroad but for goals maximization and to respond effectively to changing needs, the development of our services and programs must constantly be gauged, reviewed, and refreshed with better and more effective resources and ingenuity. To succeed, these students need to be supported both academically, economically, and socially.

3) STRATEGIES

STRATEGIC OBJECTIVE 1: Affordable Vocational Programs Delivered Through Flexible Mode Of Study

With sixteen (16) programs offered to on-campus, online and distant learners worldwide, AIM enrolls students that are from first-generation and often from low-income families onto vocational programs awarded by Pearson BTEC. Programs are in the fields of business, aviation, hospitality, and strategic management and leadership. The level 5 and 7 programs are for progression onto final year of Northampton and Worcester BA and MBA Degrees. All Programs have flexible payment options from four to seven parts.

STRATEGIC OBJECTIVE 2: AIM is seeking to broaden its international cooperation with Universities Abroad

Our outreach for strategic partnership between Colbourne College and international universities are ongoing. This, to establish cooperation for prior recognition of Pearson BTEC awards onto the final year of the same-name degrees. Pearson is generally accepted by all UK Universities, so more effort is placed on new partnerships with US and Canadian institutions due to the high rate of migration of the Jamaican family to these countries.

Colbourne College is officially appointed as agents for University of Northampton. The college also recruits students for University of Worcester undergraduate business program through NCC Education, UK. It is important for to grow this list as strategic alliances will continue to improve the status of the college and open new opportunities for Colbourne graduates here and abroad.

Students wanting to study in the US will also advance onto the final years of the degree. Whether onto third or the fourth year is determined by the credit equivalency assessment done by the credit evaluation company proposed by the US university.

We recommend on final year, that students start making concrete plans for the degree years abroad. Due to high cost of residence in the US, students should select relatives with whom they may reside for the duration of their study overseas, and use the zip codes of same as guide to review programs and institutions available and close to the agreed place of residency.

STRATEGIC OBJECTIVE 3: Offer Programs That Are Attractive, Market Ready And Transferrable

Current programs include: University Of Northampton BA & MBA Degrees, University Of Worcester BA Degrees, UK Higher National Diplomas, and US High School Diploma. BTECs are taught At Colbourne College with the diploma and transcript awarded by Pearson BTEC, UK's Leading University Examination and Awarding Body. The List Of Programs Available As At Fall 2017 are:

Pre-University Levels

1. BTEC Level 3 Certificate In Aviation Operations: Four (4) Months
2. BTEC Level 3 Certificate In Aviation Operations (And US High School Diploma – GED): Eight (8) Months
3. BTEC Level 3 Subsidiary Diploma In Aviation Operations: Eight Months (8 months = 1 College Year)
4. BTEC Level 3 Diploma In Aviation Operations: Twelve Months (1 ½ College Year)
5. US High School Diploma – GED (awarded by the American Council On Education): Four (4) Months.

Undergraduate Degree Levels

1. BTEC Level 5 Diploma In Hospitality Management with Certificate In Aviation Operations: 20 Months (2 ½ College Year)
2. BTEC Level 5 Diploma In Business Study with (Hospitality Units And The Certificate In Aviation Operations): 20 Months (2 ½ College Year)
3. BTEC Level 5 Diploma In Business Management: 16 Months (2 ½ College Year)
4. BTEC Level 5 Diploma In Business (Accounting And finance): 20 Months (2 ½ College Year)
5. BTEC Level 5 Diploma In Business (Human Resource Management): 20 Months (2 ½ College Year)

ONE YEAR TO TOP-UP TO THE BACHELOR'S DEGREE (8 Months)

6. BA (HONS) Degree In International Tourism Management At University Of Northampton
7. BA (HONS) Degree In Event Management At University Of Northampton
8. BA (HONS) Degree In Business And Management At University Of Northampton
9. BA (HONS) Degree In Business Administration From University Of Worcester (Via NCC Online)

Postgraduate Degree Levels

10. BTEC Level 7 Extended Diploma In Strategic Management And Leadership: 12 - 20 Months

ONE YEAR TO TOP-UP TO THE MASTER'S DEGREE (8 Months)

11. Master Of Business Administration Degree – Executive MBA At University Of Northampton

Tuition And Fees

Student pays Tuition to Colbourne College, and separate registration fee to Pearson for the Diploma assessment and award. Colbourne tuition is not same as the final year Universities, which are separate bodies. Colbourne's tuition fee, flexible payment plans, and Pearson examination fees are on AIM-USA's website.

STRATEGIC OBJECTIVE 4: AIM's High Impact Programs [HIPs]

The HIP Programs are comprehensive student success initiatives designed to improve admission to graduation rates among our students. HIPs are strategic and systemic in that the programs serve to:

- 1) Identify at-risk students including all freshmen,
- 2) Help them to navigate the complex college environment -both in and out of the classroom,
- 3) Increase retention and graduation rate, and
- 4) Help students to successfully stream-line into final year for the degree top-up online or overseas.

AIM-USA HIP Program initiatives for students' retention and success include:

- 1) *First year Orientation and Induction Seminar,*
- 2) *Freshman mentorship program,*
- 3) *Freshman writing centers,*
- 4) *Academic resource center,*
- 5) *Colbourne MySpace learning community is used to bring together and improve communication in a collective space where all learners despite the difference in locations or mode of study converge. The aim is to promote inter-student engagement, scholarly discourse, and participation.*
- 6) *Successfully implement the emplacement work projects for internships and in-service learning.*
- 7) *Final year/s to study abroad and gain work experience*

4) Features Of the High Impact Programs (HIPs)

The Freshman Mentorship Program: Mentors are our graduate students, faculty members and other specialist hires who coach students part-time. Mentors are student services support roles to identify at-risk students who are economically and academically unprepared for college. They collaborate with and add value to the full student experience: student affairs, financial aid, academic affairs—all of these functions and more which play a role in the students' success.

Mentors:

- give each student one-on-one attention prior to and during classes.
- help students to select appropriate financial options, take the right types of courses, select correct course units and use campus resources efficiently.
- respond quickly to student issues, and
- help the students to connect their program to life after college.

Writing Centers: first-year students benefit by talking and working with a Writing Center Instructor to meet their writing goals. Freshmen students will: attend the five-day Induction and research writing classes; get feedback on their writing on the new academic writing program that starts on week one of the semester; and work consistently with the writing coach to develop their writing strategies. Together the student and writing instructor will talk about the assignment requirements and the expectations for academic writing, so they are prepared to meet the assessment requirements and submit quality work on-schedule.

Academic Resource Center: On-campus students may use our library and media centre to locate resources to carry-out their assignment and research. On-campus, online and distant learners alike, will need to subscribe to questia.com, an independent online library. Lessons and term-papers for each course are posted on iTutor – at www.colbournecollege.weebly.com.

Colbourne mySpace learning community: Students are added to this learning community upon class registration. They are stimulated in meaningful dialogue with faculty, administrators, and their peers. General and urgent notices and reminders are posted in this community for quick viewing.

Internships and Service Learning: Students are encouraged to garner work experience in their areas of study to support and enhance their learning and develop the necessary professional skills in the field. This Internship is self-placement in most cases.

The Emplacement Project: The emplacement project is part of the testing process and graded coursework. This is self-placement in professional organizations in the students' fields of study. Students enter the work-place with the goal to improve their understanding of how theories and models in their course contents are applied in real organizations. The outcome of the exercise is that students will demonstrate learning in the curricula and assessment criteria through oral group presentations, private interviews, taped sessions, and/or work Journals. Students should request the emplacement host company letter from the Student Services Office in week one of the semester, and present it to the organization they seek to understudy or work. Students may be granted approval by the host company for paid work experience or just the opportunity to conduct the study. This is at the discretion of the company.

For assessment purposes, the following is critical information for the students:

- 1) Keep a weekly journal diary to log what you are learning every week.
- 2) Submit this along with photographs to capture the evidences of the work experiences.
- 3) On published assessment dates, you will make a ten (10) minutes oral presentation to discuss the work, learning experiences, and how you carried out the assessment criteria.
- 4) You will also field ten (10) minutes of professional inquiry that is focused on the assessment criteria that you are fulfilling. Pre-set questions will be posed to you by the assessment team, and if conducted in open session, a few by your peers.
- 5) After the presentations, the Chief Assessor will provide you feedback on your performance.
- 6) The Assessors will complete the oral presentation forms, provide formal feedback, and grade your activities based on how well you demonstrated learning in the given assessment criteria.
- 7) The oral assessment forms and grades are submitted to the Registrar for the records.
- 8) The grade is sent out to you on the published dates by the media staff.
- 9) Only at this point you may initiate any complaint or formal feedback on the grade, assessment or work process, personnel, or program.
- 10) Response turn-around time to any inquiries on the grade is ten days to facilitate the investigation.

Final year/s to study abroad and gain work experience: Students wanting to study on the degree in the United States or United Kingdom may apply to a partner institution or any of their choosing. Students who choose to study on the final year with the University by distant learning will still graduate overseas on-campus. Students with legal work status abroad are assisted with Job placement during college and after the final year/s is/are finished.

5) How We Measure Student Success

The main goal is finding better ways to retain and progress students through the program. This is something that we owe to everyone entering, and are accountable to creating the environment, services, and communication processes to ensure that they start and graduate. This means sharpening focus, plans, and actions on admission, retention, persistence, and graduation. Thus, student success is the focus in our program and critical to the institution's success, reputation, development, and rankings.

We measure that success by developing and achieving Key Performance Indicators (KPIs) for:

- Increasing demand for admission.
- Improving students' grades
- Improving student's attendances, participation, and performance.
- Quicker time to diploma,
- Persistence to graduation,
- Students' progression to the degree top-up.

6) Maximizing our opportunities and reducing the challenges

- Staff developing better product-knowledge
- Faculty showing keener interest to learn about the assessment objectives and processes and improving the application of the requirements of the assignments to the assessing of the work.
- Creating Students and Staff Mentors to support students' needs.
- Developing an effective relationship program that focuses primarily on long-term students' connection and partnerships, communication, retention, conflict resolution, and increasing graduation.
- **Campus-wide** approach to meeting students' needs efficiently and quickly.
- Generating campus-wide and executive support for students' success initiatives and the kind of change leadership strategies that will foster faculty and staff buy-in and involvement.
- **Campus-wide** approach to connecting what is happening inside our classroom with what is happening outside of it
- Developing and successfully implementing new, innovative, and entrepreneurial students' success and retention programs.
- Leading campus-wide student success strategy to create common goals, consistent messages, and appropriate incentives to ensure the participation of all of stakeholders and the community.
- Communicating students' successes across campus.
- Developing community awareness.