



BERMUDA
COLLEGE

ANNUAL REPORT

2021 - 2022

MISSION

Bermuda College is committed to providing its community with innovative programmes, training, support services and access to partnerships that lead to local and global success.

VISION

Transforming lives through innovative education.

CORE VALUES

COMMITMENT TO STUDENTS

QUALITY TEACHING

COMMITMENT TO EMPLOYEES

RESPECT, RECOGNITION AND BEING VALUED

COMMITMENT TO HIGH STANDARDS

STABILITY, SECURITY AND SAFETY

RESPONSIBILITY AND ACCOUNTABILITY

Many Paths. Discover Yours.

Information contained in this Annual Report is current according to records on file and verification at the time of printing.

Bermuda College is accredited by the New England Commission of Higher Education (NECHE).

Inquiries regarding the accreditation status should be directed to the administrative staff of the institution.

Individuals may also contact:



New England Commission of Higher Education

3 Burlington Woods Drive, Suite 100

Burlington, MA 01803-4514

■ Tel: (781) 425-7785 ■ Web: www.neche.org

DELIVERING SUCCESS

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CHAIRMAN'S REPORT

Mr. Peter Sousa



"Progress is impossible without change, and those who cannot change their minds cannot change anything."
— George Bernard Shaw

This reporting period has seen commendable progress in key areas as the College successfully navigated the second year of the pandemic – meeting its challenges, and changes, yet still finding much to celebrate. Congratulations to all those students who successfully completed their programme of study!

As a result of being up to date with its audits, for the first time in several years, the College's Annual Report and audited financial statements were presented simultaneously to the House of Assembly in November 2021. This was a significant achievement, and the Board is indebted to those who have worked so diligently to have this objective finally met. It is also worth noting that the College received an unqualified opinion for its 2021 financial statements.

The Board is equally indebted to the Bermuda College Foundation, which, as a direct result of its fundraising efforts, received in excess of \$1.8 million during the fiscal period for the following:

- Completion of the Career Development Centre project
- An upgrade to the former cafeteria
- Installation of solar panels
- The installation of internal LED lighting
- Simulators for the Nursing Lab
- Upgrade to the Aquaponics Lab
- Electric and Hybrid training vehicles to upgrade the automotive programme.

Unfortunately, the annual Government grant was reduced by more than a half-million dollars from the previous reporting period, offset by \$200,000 the College received in capital funding.

Due to the ongoing pandemic, the Board upon receiving a recommendation from the Executive Management Team agreed to suspend some academic regulations and policies for Spring 2021.

The Board was grateful for the quick action taken by IT Director, Mr. Ben Nwasike and his team after the College fell victim to a cyberattack (ransomware) in January and was satisfied that the potential negative fallout from the incident had been minimised.

Two Honorary Fellows were inducted into the Company of Honorary Fellows. Chairman of the Honorary Fellows, the Hon. Randolph Horton welcomed Mr. Glenn Fubler and Mr. Christopher Maybury into this august Company. On a sadder note, the Board noted the passing of former College Board Chairman, Mr. Brian Hall; and of employee, Mr. Duane Richards, Marketing Assistant in the Communications Office.

Terms of service ended on the Board for Ms. Tylasha DeSilva, student representative and Mr. Romeo Ruddock, the Support Staff Association representative. I thank them for their invaluable service. New appointees were Mr. Paul Hardtman, Support Staff Association representative; Malika Cartwright, National Training Board representative; and new student representative, Miss Daque Davis.

I wish to thank my fellow Board of Governor Members, the Bermuda College President, her Executive and Management teams, and all faculty and staff for their support and contributions made over the past year. The Bermuda College could not have succeeded without them.

BERMUDA COLLEGE BOARD OF GOVERNORS

Peter Sousa (Chair)
Mr. Nasir Wade (Deputy Chair)
Dr. Duranda Greene (President)
Mr. Tulani Bulford
Ms. Whitney Butterfield
Mrs. Malika Cartwright
Miss Tylasha DeSilva (Student Representative)
Mrs. Cherie Dill
Mr. T. Christopher Famous, JP, MP
Mr. Frank (Chip) Gillis
Dr. Duranda Greene
Mr. Paul Hardtman (Support Staff Representative)
The Hon K. H. Randolph Horton, JP
Mr. Jerome Reid
Mrs. Valerie Robinson-James
Mrs. Branwen Smith-King
Ms. Necheeka Trott (Faculty Representative)
Mrs. Charmaine Tucker

PRESIDENT'S REPORT

Dr. Duranda Greene



"Unity is strength... When there is teamwork and collaboration, wonderful things can be achieved."
- **Mattie Stepanek**

As Bermuda College continued to adjust and adapt to the lingering presence of the pandemic during this past year, one thing became very clear: **together we are BC strong**. The spirit of unity, collaborative teamwork, and student focus has seen us through another challenging year where we assisted students in discovering their paths to success. During this past year, 127 students were graduated with a variety of associate degrees, diplomas and certificates, with a further 250+ students from the Division of Professional and Career Education (PACE) receiving international qualifications and workforce or professional development certificates. Seventy-eight (78) certificates were awarded to high school students who had completed the City and Guilds Entry Level Introductory Award in Employability Skills, with a further 16 students earning the Certificate for Nursing Assistants (CNA). My thanks to the dedicated faculty and staff who supported these students and served as their cheerleaders throughout the challenges of their various journeys.

Not unexpectedly, student enrolment in the academic divisions experienced a decline of 16 percent from the previous year. However, this was comfortably offset by a 76 percent increase in registrations in the PACE Division as residents availed themselves of short, online professional development courses and programmes in anticipation of an economic recovery.

The current Strategic Plan and its six pivotal strategic objectives made significant strides in virtually every area and are highlighted in the pages following. I commend Dr. Phyllis Curtis-Tweed, Vice President of Academic & Student Affairs, and Mr. Dwight Furbert, Vice President of Finance & Operations as co-chairs of the Institutional Effectiveness Task Force for their leadership and the quantifiable success that we have seen in the Plan. The teamwork and collaboration of the 30-plus employees who serve on the various committees are also to be commended.

On behalf of our students, I want to also acknowledge the Bermuda College Foundation, for its creditable efforts in raising funds and forging partnerships with business, industry and individuals. These partnerships have resulted in upgrades to facilities and equipment, increased financial awards and scholarships for our students, and reconnections with our alumni.

I would be remiss if I didn't acknowledge the long service of 19 employees whose combined years of service to student success totalled 360 years – an average of approximately 19 years each: that is true commitment.

And finally, my heartfelt and sincere gratitude to the Board of Governors especially the Chair, Mr. Peter Sousa, who has served on the Board since 2009, and will be ending his term as Chair in July. It is an honour to work under the direction of this august body who truly has the College at its heart and in all its undertakings. Their support of my leadership over the years is greatly appreciated.

It has indeed been a rewarding year with tangible benefits being realised for the College, its students, and its graduates and I invite you to review the highlights of each area contained in this report.

***Magna mirabilia portendi!
Great and wonderful things are foretold!***



ABOUT US

Bermuda College was re-accredited by the New England Commission of Higher Education (NECHE) in 2015, and has over 1000 students including the Division of Professional and Career Education registrations; 576 of whom are registered in credit courses. There are 36 full-time lecturers. Bermuda College offers a variety of academic, technical and professional courses in the following Divisions: Arts & Science; Business Administration, Hospitality & Technical Education; Nursing and Allied Health and Professional and Career Education (PACE). Credit programmes lead to associate degrees, diplomas or certificates, while the College's partnerships with external institutions provide on-Island access to undergraduate degrees and professional certifications and designations.

Bermuda College embraces the community college philosophy and is dedicated to offering the highest standards of academic and professional excellence. It boasts a virtual campus with wireless coverage throughout the campus.

HISTORY

The College was created by the Parliament of Bermuda through the passage of the Bermuda College Act in 1974 with the amalgamation of three flourishing institutions: the Bermuda Technical Institute, established in 1956; the Bermuda Hotel & Catering College, established in 1965; and the Academic Sixth Form Centre, established in 1967.

SIZE OF CAMPUS:

26 acres

DEGREES AND CERTIFICATES GRANTED:

Associate degrees, certificates and diplomas

NUMBER OF FACULTY:

36 full-time lecturers

AVERAGE CLASS SIZE:

14 students

FOR BERMUDA COLLEGE STRATEGIC PLAN DETAILS VISIT:

<https://www.college.bm/index.php/about/bc-governance>

VICE PRESIDENT OF ACADEMIC AFFAIRS

Dr. Phyllis Curtis Tweed



"Very little grows on jagged rock. Be grounded. Be crumbled so wildflowers will come up where you are."

This quote from Rumi, reflects the resilience of the Bermuda College community - faculty, staff and students - in the face of adversity and uncertainty. Covid is not over and once again, the academic year was punctuated with spikes in the island's numbers, a disconcerting number of deaths, and changes in health and safety protocols. Despite these challenging circumstances, our faculty continued to teach and nurture our students, and our students, in turn, achieved academic success.

INSTITUTIONAL EFFECTIVENESS - STRATEGIC PLAN HIGHLIGHTS

- Developed a new advisement model which is being piloted/phased-in as of Spring 2022.
- The Office of the VP ASA worked with the Faculty Association Executive team to support all faculty in the transition back to in-person instruction, and worked with the Shared Governance committee to hold focus groups with faculty and staff with the objective of drafting a shared governance model for the College. Both supported strategic objectives to continue to develop a positive campus culture and learning environment.
- Developed college-wide surveys designed to inform college planning to enhance support to faculty, staff and students, and to enhance assessment of learning outcomes with the implementation of a learning-outcomes analysis process.

- Piloted a cross-cultural course on Art and Music involving artists and students from UK, US, Brazil and Bermuda, in partnership with the African Diaspora Consortium.
- Hosted BC-sponsored Reading Literacy events with Dr Margie Gillis of LiteracyHow and the Department of Education.
- Established an MOU with the Department of Education and LiteracyHow for Reading Literacy School projects to improve student outcomes, to start in Fall 2022.
- Developed an Insurance/reinsurance advisory Board to implement an action plan to develop and sustain insurance studies at Bermuda College.
- Collaborated with the Bermuda Insurance Institute to develop programming and support to Bermuda College.
- Held discussions with the Georgia State University Foundation to increase scholarship support for Bermuda College graduates. The GSU Foundation will now award up to \$15k for a Bermuda College graduate.
- Increased internships and the provision of scholarships for graduates to attend St. John's University as a result of the successful ABIR Insurance Course.

The highlights from the Academic and Student Affairs Team's reports below, exemplify the grounded-ness of which Rumi speaks, and the College's commitment to student success.

ACADEMIC DIVISION HIGHLIGHTS

- The Division of Business, Hospitality and Technical Education developed programming with significant strides in the insurance concentration.
- The Division of Nursing and Allied Health launched new programmes and celebrated its first pre-med graduate, Soleil Graham, a dual enrolment student who has been accepted into the third year of the medical programme at St George's University, Grenada.
- The Nursing programme has also been accepted for accreditation candidacy by the ACEN with the initial site visit scheduled for February 2023.
- The Division of Arts and Science added new foreign language concentrations for French and Spanish.

STUDENT SERVICES HIGHLIGHTS

- Added new Innovative subject-based online transfer pathways and new articulation agreements.
- The Counselling and Career Centre introduced programming to provide funding support and address barriers to student success.
- The Centre for Learning and Academic Success (CLAS) promoted dual enrolment student success and the provision of online tutoring services.
- The College Library increased support to faculty and students with presentations on library services, and hosted several engaging campus and community events.

The significant work of the Student Enrolment, Registration and Records (SERR) team - the engine that undergirds and facilitates the academic journey of students at Bermuda College are also acknowledged, here.

As I reflect on the many accomplishments outlined in the Strategic Plan, my response to Rumi's quote is that wildflowers abound. It is an honour and privilege to work with this community that is truly Bermuda College Strong: Promoting Excellence.

ARTICULATION AGREEMENTS & EXTERNAL PARTNERSHIPS

Coordinator
Dr. Constance Ridley-Smith

institutions who remarked on the enhanced value the mini-fairs provided as student interest, programme and college were already pre-aligned. Mini-fairs organised by discipline create a stronger likelihood of enrolment.

Agreements

■ **Block Articulations.** Block articulations serve both Bermuda College and the partnering institution by accepting all Bermuda College credits in a student's first two years of a four-year bachelor's degree programme at the receiving institution. In addition to the routine updates and refreshing of existing agreements (i.e., St. John's University and Georgia State University) three new block articulation agreements were tendered:

■ **Thomas College, Maine (U.S.)** - will recognise all three-credit hour courses taken at BC passed with a 2.0 average for transfer into any of their corresponding baccalaureate degree programmes, including the one-year MBA Programme at Thomas College. Thomas College will also appeal to the Bermuda College student athlete, as it boasts a well-rounded football team that allows the BC student athlete to enjoy collegiate sports.

■ **Cape Breton University, Nova Scotia (Canada)** - Bermuda College's Associate Degrees in Business Administration or Computer Information Systems will transfer to the Bachelor of Business Administration degree at Cape Breton. The College's Associate Degree in Hospitality will transfer to the Bachelor's degree in Hospitality & Tourism Management at Cape Breton.

HIGHLIGHTS

■ Transfer Pathways Fair

The Transfer Pathways Fair continued this year using a virtual platform. Partner institutions joined a plenary Zoom conference, with greater participation generated from the previous year through organising and hosting "Mini-Fairs, by Discipline." Four mini-fairs were held for Nursing & Allied Health, Actuarial Science, Marine Science, and Business & Hospitality, placing students in direct contact with university representatives, and their programmes of interest - all from their preferred devices. The Mini-Fairs featured break-out rooms for smaller discussions and pre-scheduled one-on-one sessions.

- Interactive webpages were created for asynchronous browsing, allowing students to take virtual campus tours, view drone presentations, interact via chatbots, and use appointment schedulers for follow-up. Information about next steps after BC was literally, in the palms of their hands. This was also advantageous to the participating

ENROLMENT AND GRADUATION TABLE



ENROLMENT

	2021	2020	2019	2018	2017	2016
Total number of Students	576	687	674	712	652	675
Full-Time Equivalents (FTEs)	493	570	568	537	507	549
PACE Registrations (PACE)	576	327	633	527	491	250

ATTENDING STATUS

Full-Time	318	372	350	372	254	460
Part-Time	258	315	324	340	398	215
Percent Full-Time	55%	54%	52%	52%	39%	68%

GENDER

Male Students	224	265	278	291	264	257
Female	352	422	396	421	388	418
Percent Male	39%	39%	41%	41%	40%	38%
Percent Female	61%	61%	59%	59%	60%	62%

AGE

Under 25	455	546	521	531	475	517
25 and over	121	141	153	181	177	158
Percent 25 and under	79%	79%	77%	75%	73%	77%
Percent 25 and over	21%	21%	23%	25%	27%	23%
Percent Part-Time	45%	46%	48%	48%	61%	32%

RETENTION RATES

Fall to Spring	77%	71%	78%	72%	74%	83%
Spring to Fall	60%	70%	60%	64%	59%	71%

GRADUATION

Graduation Rates (2-year)	14%	13%	24%	19%	20%	27%
Graduates Total	103	107	123	141	122	105
Male	48	50	63	72	54	34
Female	55	57	60	69	68	71
Percent Male	47%	47%	51%	51%	44%	32%
Percent Female	53%	53%	49%	49%	56%	68%
Graduates that would recommend BC	81%	90%	89%	78%	83%	87%



“

I thoroughly enjoyed my time at Bermuda College. It was the perfect starting point for me once returning home from Rotary Exchange in Germany. I was excited to start my journey at Bermuda College for many reasons, the most important being I could work while attending. I remember the very first professor I met, Mrs. Dana Lightbourne, who at the time taught Calculus. Her energy got me excited...because she was so enthusiastic about teaching. Another lecturer was Mr. Craig Simmons who I would constantly seek tutorials from. Economics, in my opinion, is one of the toughest classes at the College. My professors always made time for me and it showed their dedication to my future and ultimately Bermuda's.

Bermuda College was also the first place that taught me how to actively network and interview, the importance of my personal brand, and being able to sell it to others whether that be employers or professionals.

In addition to a stellar education, I made life long connections at Bermuda College, both internally and externally, and I highly recommend attending for anyone who is interested in pursuing higher education.

”

Ebony Brockington BA | BC ALUMNI

CLASS of 2010 - Associate of Science

**Assistant Vice President,
Underwriter Global Catastrophe | Partner Re**



STUDENT SUCCESS STRATEGY 1

We will equip and support our students to achieve their educational and professional goals by offering dynamic, relevant and varied programmes/courses that create clear pathways to success.

DIVISION OF ARTS & SCIENCE

Dean
Tammy Richardson M.Ed.



Faculty continued to create innovative teaching and learning experiences for students via the Zoom platform, and remained committed to encouraging and supporting students to do their best while the pandemic continued. Both faculty and staff continued to foster confidence in students' ability to learn and create on their own.

HIGHLIGHTS

- Celebrated the achievements of 32 graduates with eight recognised for their exceptional academic achievements.
- Students enrolled in the Association of Arts programme had the option of choosing a concentration in either French or Spanish for the first time in the College's history.
- Senior Economics lecturer Craig Simmons continued to share his knowledge and expertise in the wider community covering a range of topics: diversification, local monetary policy, cannabis and economic empowerment, and employment trends in Bermuda.
- Dr. Tracey Harney, Senior Biology lecturer completed a graduate degree in Nanotechnology in Healthcare and Medicine with Distinction at Oxford University. Dr. Harney's achievement typifies the faculty's high calibre of intellectual capacity.
- Additional faculty achievements included Foreign Language lecturer Tiffany Smith-Richol, who completed a Master of Arts degree in International Education; and Toneka Hayward, who successfully completed her Master's Degree in Public Health.
- Senior Arts lecturer Dr. Edwin Smith represented Bermuda in a pilot virtual Cultural Exchange Programme. BC students Mariah Cordeiro and Mya Jones were selected as student participants.
- Bermuda College continued its partnership with (Bermuda Environmental Sustainability Taskforce) BEST, co-hosting the fourth series of the Eco Lunch and Learn Series. BC students Nicholas Davis, Jamai Harvey, Roneeyah Jones, Amari Maxwell and Loryn Ming from the Environmental Geography course, presented research findings from a public survey about the community's perception of access to clean drinking water, affordable energy and food security. The students

also examined global examples of the injustices experienced by vulnerable communities in each of these areas. It was live streamed via the Bermuda College Facebook and YouTube pages and can be viewed via this link:

<https://www.youtube.com/watch?v=9B3uU2QBytQ>.

- Selected and celebrated Roche Science Scholars, Te-Jah Trott and Shania Wedderburn. Both are in the Division of Nursing and Allied Health's Associate Degree in Science (Nursing) programme.



- Alumnus Miguel Mejais was featured as the The Roche Science public forum speaker. Mr. Mejais is completing his doctoral studies on the breeding and singing behaviour of one of Bermuda's endemic birds, commonly known as 'chick-of-the-village', or formally known as the Bermuda white-eyed Vireo. He discussed Bermuda's unique location in the Atlantic Ocean and its importance as a respite for many migratory birds.

To view the entire presentation please visit the following link: <https://www.youtube.com/watch?v=5j-TfG9kI2Q>.

DIVISION OF BUSINESS, HOSPITALITY AND TECHNICAL EDUCATION

Dean
L'Tanya Roberts BSc, MEd, MBA



The Division of Business, Hospitality and Technical Education provides opportunities for students to pursue careers in each respective discipline. Faculty and staff are committed to ensuring that learning is current and relevant through practical experience and innovative instruction.

HIGHLIGHTS

■ Aspen Bermuda Office held a virtual information session for Bermuda College students interested in careers in business to learn about Aspen's Summer Internship Programme. Aspen provided insight about its operations, career options in the (re)insurance industry, and the Aspen work experience using its employees, including alumna Zya Fraser, who had obtained her associates degree in insurance.

The students who attended the information session are Michael Skinner, Reihonna Lema, Dzuri Gill, Jahcanta Barstowe, Tannecia Hill, Vanesa Varao, Marley Jabbar, Jade St. Clair, Jayden Coleman and Da-Zarre Place.

■ The Bermuda Insurance Institute (BII) provided an opportunity for three Business students- Miguel Simas, Rickai Burrows and Tea-Tephi Pringle attended BII's Insurance Induction Seminar (Virtual). The objective of the seminar which was taught by industry professionals provided an overview of the Bermuda Insurance market to new employees at the entry level. This was the first time BC students could participate in this event.

■ Second-year dual enrolment students were able to use LINGO's "In the Driver Seat" STEAM Coding kits provided by the Ministry of Education. An industry leader, Lingo provides modern, efficient, IP-based communications technologies to businesses and consumers. The coding kits are being used at the senior school level to inspire future generations into STEM professions.

■ BUEI offered a paid internship opportunity to a second-year student in the Technical Education department to learn facilities management. This was a first for Bermuda College. Aaron White, a dual enrolment student from CedarBridge was selected, and will start the internship in the Summer (2022).



■ Plumbing student Winslow Williams – Cut channels in a wall to install rainwater pipes, allowing the rain to fall off the roof into the drain to your tank.



■ A few plumbing students looking at a set of blueprints which will assist them in laying out a bathroom for repairs.



■ Dual enrolment student mixing cement and sand to prepare a tub for setting in a bed of mortar.



■ Two dual enrolment students, Winslow Williams and Jaseehim Smith, accompanied Plumbing Instructor, Gladwyn (Tony) Trott to an off-site job where they had the opportunity to hone their skills preparing a new Kohler bathtub for installation.

DIVISION OF NURSING & ALLIED HEALTH

Director
Kathy Ann Swan, MA, BScN, RN



Winter Class of 2021 - Nursing Graduates

The Division of Nursing and Allied Health is committed to its vision of providing quacare professionals.

The year 2022 was designated the International Year of the Nurse Educator by the National League of Nursing, as the profession continued to be impacted by the pandemic. Although the pandemic once again affected the clinical experiences for a few of our health care students, they remained a priority as a result of working closely with our clinical partners.

HIGHLIGHTS

- There has been a 100% student success rate in the Associate of Science (Nursing) Programme.
- The Division's application for Candidacy to the Accreditation Commission for Education in Nursing (ACEN), was accepted for accreditation of the Associate of Science (Nursing) Programme. The next step is to host a site visit for three of the ACEN team members.
- The Division began its strategic planning process in conjunction with other key BC team members and external nursing and allied health partners. The goal is to create a road map for the Division for the next three years.
- The Pre-Medical and Pre-Health Programmes have been implemented and continue to gain interest.
- The Diagnostic Imaging Technology (DIT) Programme commenced Fall 2021 with ten (10) students enrolled
- Launched four new courses – Medical Ethics; Medical Terminology; Pathophysiology; and Spanish for Health Care Workers in collaboration with the Divisions of Arts & Science, and Business Hospitality and Technical Education.
- Bermuda College, North Hampton University and the Bermuda Hospitals Board, continued to partner to promote North Hampton University's Bachelors of Mental Health Programme. Several BC graduates began the application process and await acceptance. This is expected to increase the number of registered mental health nurses in Bermuda.
- The Mental Health First Aide Course has now been included in the curriculum as a mandatory course for nursing students in an effort to increase the capacity of certified Mental Health First Aides.
- Nursing student participants assisted at the Medical Diagnostic Laboratory (MDL) on campus and at the Health Fair sponsored by Bermuda Cancer and Health. Students also attended a variety of virtual medical workshops, sponsored by overseas partners, Lahey Hospital and Medical Center (Boston), and The Hospital for Sick-Kids (Toronto).



NURSING PARTICIPANTS

10

20

5

40

40

WORKSHOP

Career Readiness Boot camp

Lahey Hospital and Medical Center Workshop

The Hospital for Sick Kids Workshop

Customer Service for Health Care Providers

Care of Persons with Dementia and Alzheimer's

- Most lectures continued via Zoom especially for those students who were quarantined or isolated. Virtual workshops were coordinated with the International Education Department of the Hospital for SickKids in Toronto for the Family Health Nursing Course.

DIVISION OF NURSING AND ALLIED HEALTH AWARDS AND ARTICULATION AGREEMENT AWARDS

NAME OF AWARD Bermuda Hospitals Board DaShuntae Furbert Nursing Award	AWARDEE Camille Outerbridge
Division of Nursing and Allied Health Award	Judith Shakir
Pembroke Parish Council	Nyree Burgess



Winter Pinning Ceremony

■ Nine nursing students and their family members were able to celebrate this achievement, with over a thousand local and international partners joining the ceremony on Facebook. Guest speaker was Mrs. Lara Pietrolungo, clinical partner from The Hospital for SickKids in Toronto. The student address was delivered by Camille Outerbridge.

NURSING EDUCATION AWARDS

NAME OF AWARD Director of Nursing and Allied Health Leadership Award	AWARDEE Camille Outerbridge
Academic Achievement Award	Amori Venter
Impact Award	Somruethai Trott
Excellence in Clinical Nursing Practice	Jahkia Bolin

2021- 2022

31	Total Number of Nursing Students
10	Total Number of Graduates
60	%-age of Graduates completing Bachelor Degrees through Bermuda College Articulation Agreements

**NCLEX PASS
RATE
ADN 82%**

The Division is indebted to the faculty, clinical instructors, preceptors, students, staff and partners who demonstrated care, leadership, and teamwork in helping the Island manoeuvre through this unprecedented public health crisis. I am specifically grateful to every nurse educator for his or her incredible work and continued dedication to serving the College's Associate of Science (Nursing) and the Nursing Assistant Programmes. These individuals learned new methods of engagement to continue to inspire curiosity and a lifelong love of learning in our students - remotely and in the classroom.

COUNSELLING & CAREER CENTRE

Director
Nikkita Scott, Ed.M.



The Counselling & Career Centre supports the mission of the College through the provision of services that facilitate personal and professional growth. The team advocates, educates, and empowers students as they navigate the Bermuda College landscape and beyond.

Counselling Services

- ✓ Individual Counselling
- ✓ Group Counselling/Workshops
- ✓ Accessibility Services
- ✓ Financial Support Services

Student Activities

- ✓ Student Employment
- ✓ Workforce Skills Development
- ✓ Student Government Council
- ✓ Student Clubs & Activities

The 2021/2022 Financial Support Services Report specified the disbursement of **\$718,942.27** in awards, scholarships, and need-based funding.



356 Students
supported



531 awards
disbursed



14% in merit-based
funding



86% in needs-based
funding

GOAL:

Reduce barriers to accessing financial support through the provision of on-demand support throughout the application cycle and beyond.

OUTCOMES:

At least one hundred and seventy-nine (179) stakeholders accessed on-demand support during the 2021/2022 funding cycle.

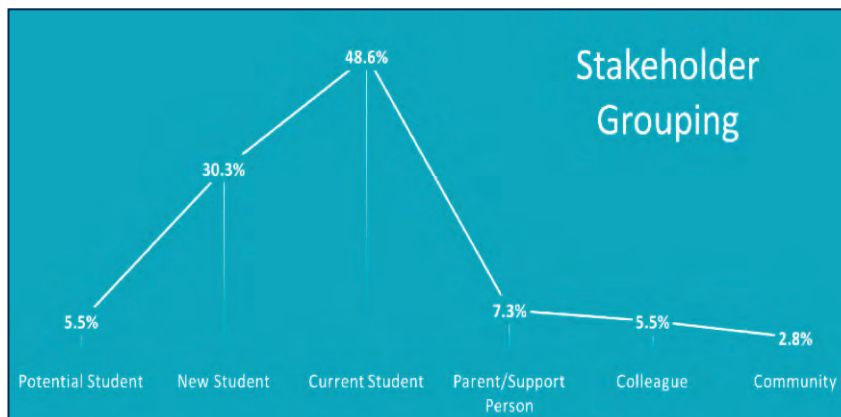
Addressing Barriers to Student Success

The outcome of Summer 2021 planning sessions resulted in the adoption of this mantra, as the team discussed and identified outcome indicators to support assessing impact.

STAKEHOLDER SATISFACTION HIGHLIGHTS

Addressing barriers also involved receiving and, where appropriate, acting on stakeholder feedback.

■ An unexpected benefit of the new online scheduling platform, was the ability to automate a client satisfaction survey. Real-time feedback with respect to service provision empowers the team to respond and adjust as appropriate to ensure client satisfaction with the services received.



Responses to is there anything we can do to improve?

Examples of Affirmations

■ Everything was awesome. [Service Provider] was an active, attentive listener, took notes, shared [their] thoughts and followed up with an email after the call. I felt comfortable that I was being heard and that my concerns were being addressed.

■ No, my guidance counsellor covered all bases academically and mentally. Those were my main needs, redirection for course, and encouragement to continue to strive without stress.

■ No, this appointment (and previous ones for that matter) have been very helpful and have met expectations.

For Consideration

■ Once the appointment is made, if the student is running behind, maybe a quick call to double check if everything is OK before having to re-schedule.

■ Offer afternoon appointment times.

While team members are available outside of scheduled hours by request, the latter point highlights an opportunity to review the scheduling process to make this option explicit.

Delivering Individual and Group-based Services



■ **3,650** contacts across services areas for this reporting period

■ **3,534** accessed individual service provision

■ **116** engaged in group-based service provision

Career Readiness Guide Impact



87.5% of the students who engaged with the Career Ready Guide certification rated the tool as excellent or very good. The Guide is facilitated by Student Employment Services to support the development of career-ready competencies as a minimum outcome for those registered for employment, thus reducing barriers to successful placement. Recent upgrades to the system now support feedback from the participants. The feedback indicates that as a result of completing the Career Ready Guide,

■ **87.5%** recognise the importance of further developing career-ready competencies

■ **100%** have a goal to further develop at least one competency

■ **87.5%** feel better prepared to describe experiences and skills in an interview or networking setting, and

■ **100%** believe it is important for other students to have access to the guide.

Testimonials

■ I am motivated to take the steps such as engaging in service projects and fundraisers, befriending diverse people, and learning a foreign language. Overall, I am motivated to develop my skills and achieve my goals.

■I am more confident about approaching job interviews and the etiquette needed in the workplace.

■Honestly and truly this was perfect, I think this should be accessible to all students from middle to high school, not just college students.

■I am motivated to further develop my technology, teamwork, and communication skills.

CENTRE FOR LEARNING AND ACADEMIC SUCCESS (CLAS)

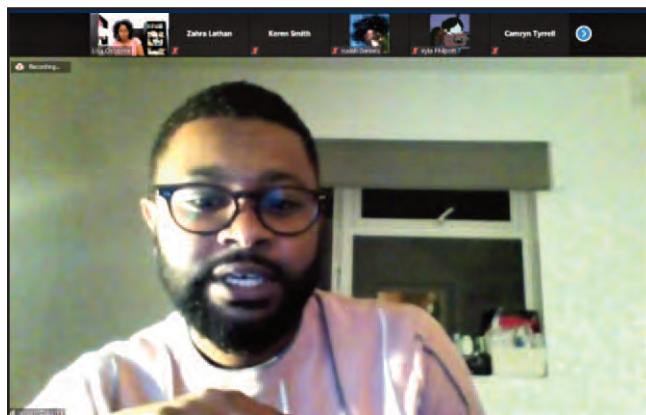
Director
Dr. Lisa Osborne



The Centre for Learning and Academic Success (CLAS) serves all students in their quest for academic excellence. It is an integral part of student success at Bermuda College, providing academic support in a friendly, comfortable environment. CLAS is responsible for tutoring, the Computerised Placement Test (CPT), academic skill-building workshops, Orientation, College Skills Courses (CSC), and the Associate Degree Dual Enrolment Programme.



■ Twelve new associate degree students were admitted to the Dual Enrolment Programme following a virtual advising session to introduce them to the College and its resources. Jordan Osborne, a BC alumnus and dual enrolment student (2011) shared his experiences to a receptive and appreciative group, eliciting the following student responses ...



"Organisation is key",

"Communication is key",

*"(I learned) the importance
of prioritisation",*

*"I got that balance between high
school classes and college classes
is very important",*

*"Being organised and having balance.
Also, being honest with your teachers",*

*"Staying organised is a big priority,
and voicing concerns"*

HIGHLIGHTS

Associate Degree Dual Enrolment Students

The Dual Enrolment programme allows senior school students to earn college credit while still enrolled in high school.

■ Twenty-five students successfully completed the academic year, and had the distinction of being the first dual enrolment cohort to start the academic year in a completely remote learning environment. Over half of the students achieved 3.0 or higher. On May 20, 2021, eight eligible students were graduated.

- Introduced Standing Operating Procedures (SOPs) to the College as part of a campus-wide initiative normalising operational processes. CLAS identified several such key areas, including tutoring, and the dual enrolment admissions process.

- Developed a new academic advising model to increase retention and programme completion. CLAS's Tutoring Evaluation Survey and Tutoring Standard Operating Procedures (SOPs) were used and adapted in its design.

- A proposal to hire a new advisor tutor was approved.

- The College developed a new academic advising model to increase retention and programme completion. CLAS's Tutoring Evaluation Survey and Tutoring Standard Operating Procedures (SOPs) were used and adapted in its design.

Incoming freshmen were introduced to Bermuda College and the college experience, virtually, this year because of the ongoing pandemic and safety protocols. This orientation provided critical support for new students to achieve their academic goals, learn more about the College and give them opportunities to navigate the new remote environment.

- A new 360-degree virtual tour, designed by IT student employees and the CLAS summer student employee was added to the orientation platform with great success. Eighty students had completed the virtual orientation by the start of the Fall semester.

Ready Set Prep Workshops

Nearly 70 students attended the Ready, Set, Prep workshop this year designed to help students successfully prepare for final exams. This was a tremendous increase to the previous year when 17 students attended under its former appellation, Night Against Procrastination (NAP).

"Class we are having a pop quiz today!" or "There will be a quiz on Friday!" are the unavoidable words I dread to hear while in class. I automatically draw a blank and needed to find help to get through test anxiety. decided to attend the workshop which taught me how to calm my nerves before any test. It helped!"

"Excellent presentation ..."

"I learned that I can take a practice exam to see what I need to work on."

"I learned that I can study smarter instead of harder by being more organised!"

Team Development

Focused on effective student motivation and utilised several book discussions and a self-discovery tool as part of a professional development initiative for the CLAS Team. Resources included:

- "The Culturally-Wired Brain" by Annita D'Amico and Renee Rochester. Dr. D'Amico facilitated a virtual

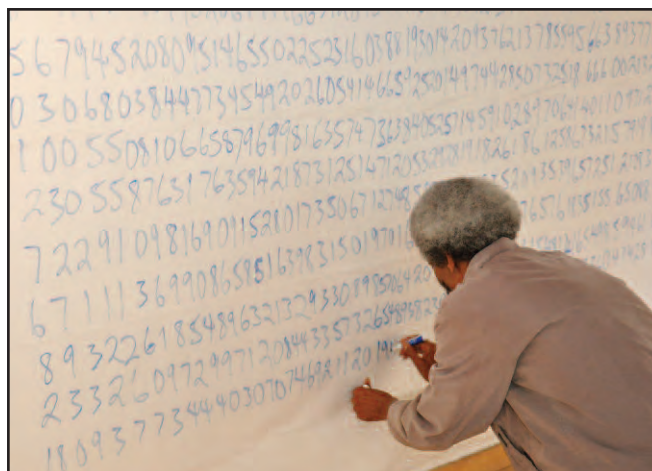
professional development workshop, and discussed how new cultures, like the digital world, affect student learning.

- Rubin's Four Tendencies, a personality type analysis which addressed different types of expectations people have about themselves and others, based on their personality.

- "Grit: The Power of Passion and Perseverance" by Angela Duckworth which discussed how passion and perseverance work to enable students to achieve their goals.

- "Educated" by Tara Westover. This powerful memoir of a woman who grew up in a survivalist family had rich examples of the transformative power of education. One theme that the team robustly discussed is the purpose of education and the identity created by formal education.

Team Highlight: International Pi Day Competition



- CLAS mathematics tutor, Mr. Troy Ashby logged a new personal record of 20,000 Pi Digits written from memory, working throughout the night without sleeping! This provided great publicity for Bermuda College. A display was set up in the Bermuda College Library. His memorisation capacity has been steadily increasing over the past several years..

BERMUDA COLLEGE LIBRARY

Director
Robert Masters MLIS



The mission of the Bermuda College Library is “to successfully facilitate and support the learning and teaching objectives of our students and faculty”. The Library brings together exceptional resources, services, programmes and comfortable spaces to support both student success and quality instruction in accordance with Bermuda College core values.

HIGHLIGHTS

- A sizable increase in awareness of library services by both internal and external constituents was experienced, due to the efforts of a new hire for the Instructional and Library Resources Technician post.
- Invited faculty to take advantage of customised bibliographic instruction for their students based on classroom needs. While most sessions focused on academic integrity and plagiarism, some sessions zeroed in on a specific topic, and explored it in great depth.
- Offered live demonstrations of the Library’s electronic databases through EBSCO which proved popular. Most of these sessions were held via Zoom. Individual student sessions were also available for help with databases or other library resources for research purposes.
- •Nursing students substantially increased their use of the CINHAL Nursing Journals this past year with over 4,000 searches made.
- Increased the number of streaming videos contained in our Films on Demand database as a result of highlighting its availability during instructional sessions with students.
- Increased the Library’s social media presence on Instagram gaining another 100 followers over the previous year. Instagram posts to the wider community on an average of three to five items per week, while the BC App targets BC students more directly.



- Hosted a community forum featuring Chef Fred Ming and his son, Shawn, in an engaging, livestreamed presentation about Bermuda cooking traditions. There were more than 120 persons online watching via Facebook and YouTube.

Friends of the College Library (FOCL) held a virtual presentation about solar energy in Bermuda. Guest speaker was BC alumnus Cameron Smith of Greenlight Energy. He discussed the benefits of solar energy, the intersectionality and sustainability of renewable energy, and how both could affect the Island community in the future. Dr. Sajni Tolaram, Bermuda College English and Film Studies Professor, moderated the presentation.



“

“I graduated from The Berkeley Institute, couldn't find a job, and decided to go instead to Bermuda College. I enrolled in the accountancy programme, which was a three-year course at the time.

I was on schedule to graduate in 1978, but before I even graduated, my accounting professor, Mr. Ian Graham, had secured a job for me. I started working as an Insurance Accountant at Jardine Pinehurst Management Company, a company that managed insurance companies, when I was 20 years old, and had no idea about the field I was entering. It was my introduction to the international insurance industry. Bermuda College prepared me so well, I could confidently navigate any business environment with the skills I learned: business, management, statistics, accounting, law, and employment practices. In my first seven years at Jardine Pinehurst, I was promoted three times. At 27, I was Vice President of the Company. The quality of a Bermuda College education will get your foot in the door; after that, it's completely and totally up to you.

For a time, I worked with my father in construction. That's where I gained my work ethic. He always said 'If you're going to do a job, do it well.' He wanted to see me succeed in my profession as an accountant. So when I would work until 9 or 9:30 every night at Jardine, it wasn't because I had to, or was told to; it was because I wanted to be like him and seek excellence in everything I pursued.

The fact that the College has diversified its offerings, is a wonderful thing. I didn't finish my Bachelor's degree, and while it didn't matter as much, back in 1978, it won't work in 2021. College should do two things: expand your mind about the world around you; and prepare you academically to compete successfully in it. Bermuda College should be considered as part of that journey. Everything that I have done, I did on the strength of my education at Bermuda College. “

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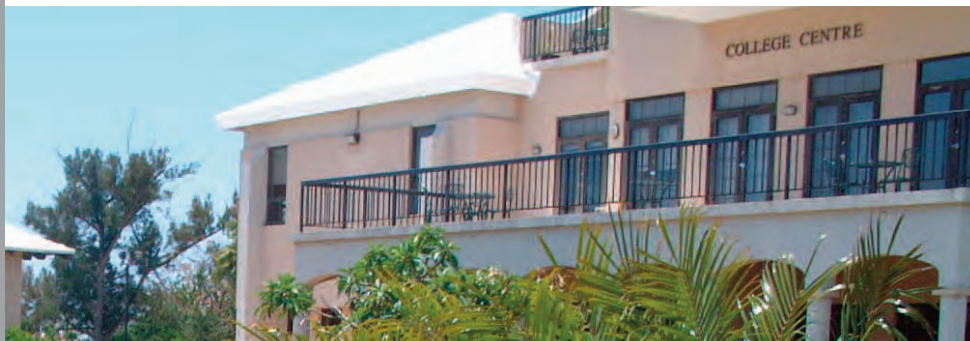
CYRIL WHITTER, JR. | BC ALUMNI

CLASS OF 1978 - Diploma in Accountancy

Independent Management Ltd. | President, CEO

INSTITUTIONAL RESEARCH & PLANNING

Co-ordinator
Cordell Riley, M.Sc., JP



“

Data is like garbage. You'd better know what you are going to do with it before you collect it!

— Mark Twain, former Bermuda resident

”

In the two years of operating under pandemic restrictions and guidelines, the need to collect data has increased. The Institutional Research Office surveyed students and staff about remote teaching and learning, and working from home, and is able to use that data to transition back to some degree of normalcy. While many are of the view that we have entered into a “new normal” way of living, the data that we have collected has helped us revert back to the “old normal” as much as possible. And as the College plans for the longer-term, it will need to collect even more data to be strategic, as noted in Mr. Twain’s quote above.

Enrolment

In 2021, the College saw its enrolment numbers fall below 600 for the first time in almost a decade. Whilst the College enjoyed a marginal increase in 2020, in 2021, the College experienced what other institutions around the world underwent during the pandemic – double digit declines in enrolment (16%). (See Figure 1).

- While enrolment had generally stabilised since 2013, the fall-off in 2021 was substantial at 16%. While this drop has initiated a review of enrolment strategies, it must be viewed in the context of the pandemic and the overall declining population, particularly those in the traditional student population (18 - 24 years).

- Students in programmes reached 92% of total students. Students not in programmes are less likely to obtain sufficient credits to graduate, and are thus more likely to drop out. Encouraging more students into programmes, for instance by calling those who had dropped out, has seen an appreciative measure of success.

- Traditional students, those 24 years and under, have gone from representing 52% of the student population nearly a decade ago (2012), to 79% in 2021. Generally, this may be viewed as a positive, but in light of the falling youth population, part of the enrolment strategy going forward is to increase the non-traditional or mature student population at the College.

Graduates and Their Future Path

- One hundred and two students graduated from the College in 2021, down marginally on the 107 that graduated in 2020 (see Figure 2). While the main reason for attending Bermuda College was, as might be expected, to obtain a Bermuda College credential (84%), less than half of that figure (40%) expressed an interest in continuing their education overseas. However, after graduation, more than half of all graduates (56%) had chosen to continue their education at an overseas institution, the highest level to date. (see Figure 3).

- When it came to country of intended study, the United States retained its position as the top choice (42%) followed by Canada (39%). (see Figure 4).

- For the first time in nearly a decade, graduates’ satisfaction level with the College has fallen below 70% (69%) (see Figure 5). This is the first cohort of graduates who would have had a substantial portion of their coursework taught remotely, an unintended consequence of the pandemic. When asked about their remote learning experience, nearly one quarter (23%) stated that they ‘did not feel motivated enough’ during remote learning. The pandemic-enforced, remote learning experience may explain the lower satisfaction rating.

Surveys

With regard to ad-hoc surveys, those related to Covid-19 still dominated. However, there was one survey commissioned by the Communications Office to gauge the higher education expectations of parents, and their perceptions of a Bermuda College education against those expectations. Another commissioned survey about the environment was conducted by a student, and assisted by the Office of Institutional Research.

Spring Student Covid Survey

The aim of this survey was to determine from current students:

- Their preferences regarding in-person and remote learning

- The manner in which students connected to the internet, and what device was used to connect.

HIGHLIGHTS

- Just under half of students (44%) preferred remote classes exclusively, while nearly 4 in 10 (37%) preferred a hybrid of in-person and remote classes. Just 13% preferred exclusively in-person classes.

■ More than 9 in 10 students (92%) had access to a computer or tablet, while 7% had to share one. Just 1% did not have any access at all.

Support Staff Covid Survey

The aim of this survey was to determine how well support staff were coping while working during the pandemic. Specifically, the survey sought to determine:

- Where staff were currently working and what their preference was going forward
- Whether or not staff believed they had been provided with adequate support throughout the pandemic.
- The steps that BC could take to support them.

HIGHLIGHTS

- Nearly half (47%) worked solely on campus but 65% would prefer to have the choice to work on campus or remotely.
- 86% believed that the College kept them up-to-date with pandemic protocols on campus.
- 83% believed that they had the tools and resources to work remotely.
- 82% believed that the College was taking the necessary steps to keep the campus safe.

Parent Perception Survey

Parents who had children in the senior years of high school, both public and private, were polled to determine, among other things, their overall perception of Bermuda College, and their willingness to send their children there.

HIGHLIGHTS

- 79% of respondents had either attended BC or a household member had attended.
- When selecting institutions of higher education, 92% wanted one with a reputation of delivering high quality education, but less than half (45%) felt that BC offered that.

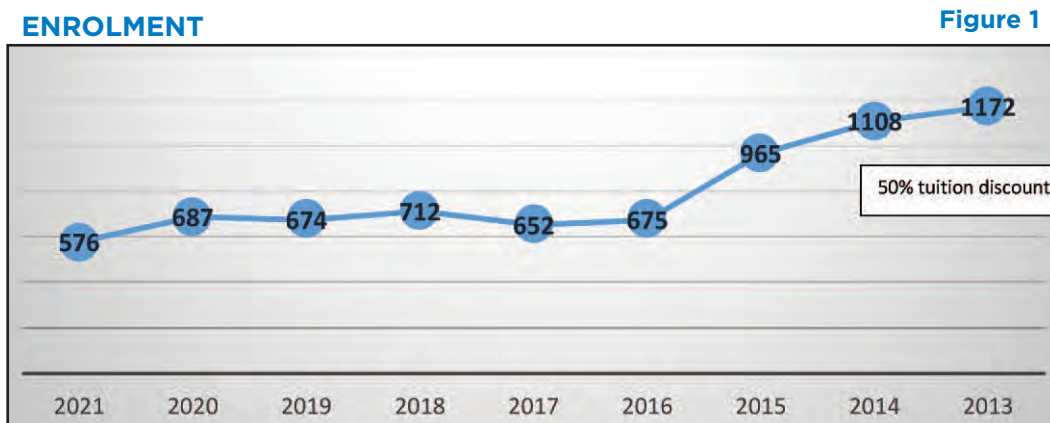
■ BC was highly rated for affordability (86%), and given passing marks for transferability of credits (70%) and being accredited (69%).

■ Nearly 6 in 10 parents (57%) are likely to send their child to BC in the next year or two.

■ When asked why they would not send their child to BC, 57% stated that it did not offer the “full college experience”.

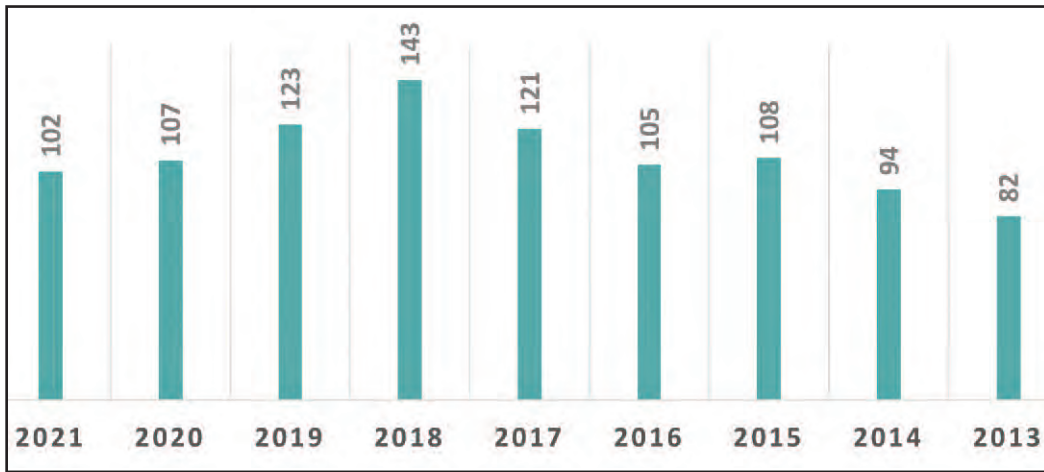
Single-Use Plastics Survey

This survey was conducted by a student who approached the IR Office for technical assistance. The survey’s main aim was to garner the community’s views on single-use plastics and other environmental issues. Some 600 responses were initially collected and the results were presented during a College campus “lunch and learn” seminar. The results were well received and the student was encouraged to obtain more responses, so the survey’s end-date was extended. In total, 850 responses were received.



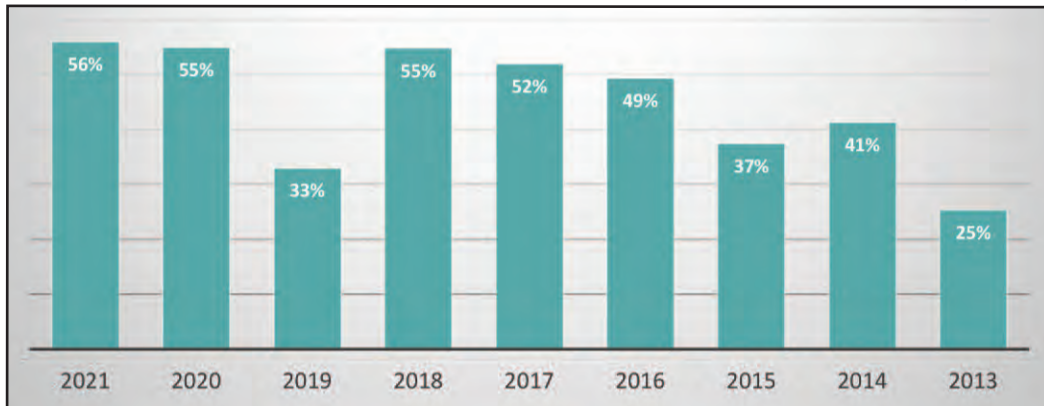
TOTAL GRADUATES

FIGURE 3



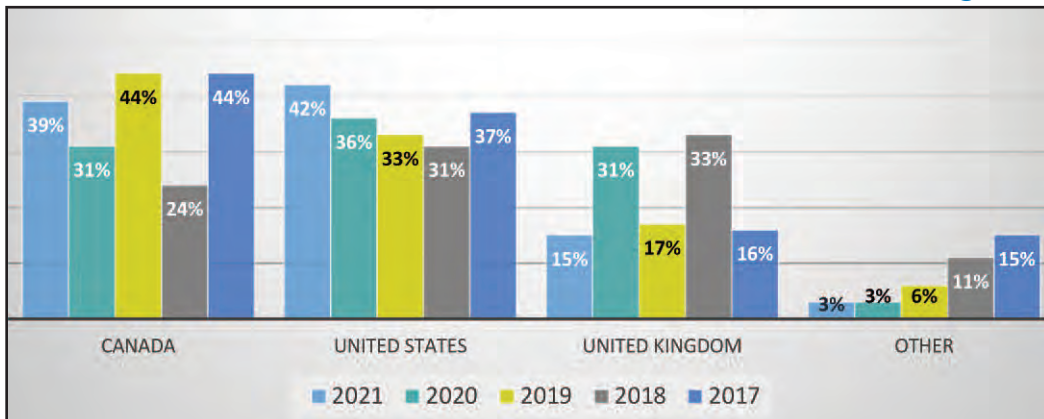
GOING OVERSEAS AFTER GRADUATION

Figure 3



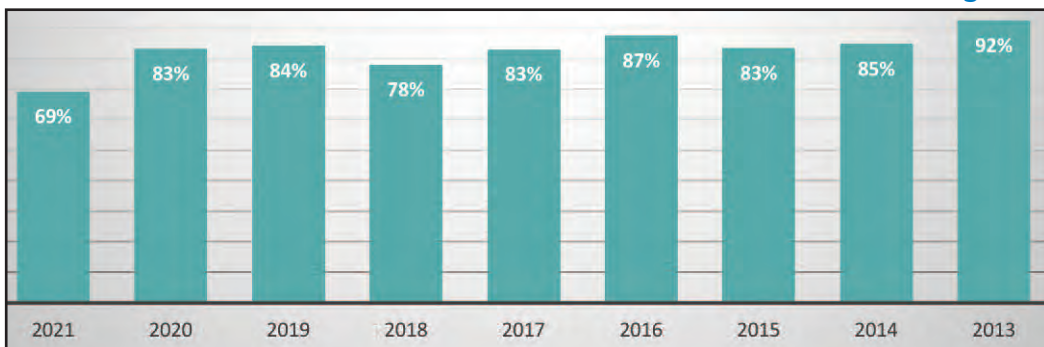
COUNTRY OF INTENDED STUDY

Figure 4



OVERALL SATISFACTION

Figure 5





CAMPUS CULTURE

STRATEGY 2

We will promote and practice a culture of excellence in learning, communication and collaboration; and support a 'community of care' that promotes recognition of Bermuda College as a great place to work, to which students and employees are proud to belong.

HUMAN CAPITAL

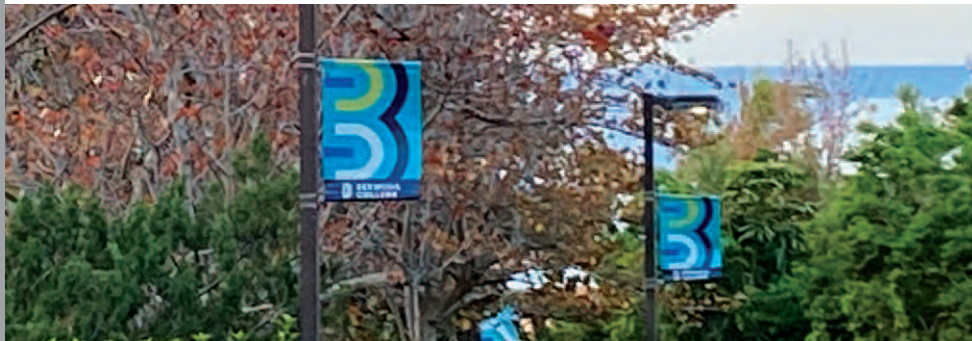
STRATEGY 3

As a great place to work, College employees will be developed, engaged, and operating to their fullest potential with a full understanding of their roles as it relates to the College's institutional goals. We will encourage and support strategic training and development opportunities with robust metrics to measure success and promote transparency.



HUMAN RESOURCES & DEVELOPMENT

Director
Lorrita Tucker A. CInst.L.Ex



The main objectives embedded in the strategic goals of campus culture and human capital are to foster college identity and to promote a culture of learning that leverages talent and expertise while engaging employees and students, internally and externally.



HIGHLIGHTS

Campus Culture

- Implemented a leadership change with the Campus Culture and Human Capital Strategy committees, and reviewed the objectives of each strategy, to formalise the symbiotic relationship between the two areas. Both committees determined to concentrate on communication avenues and tools, and on customised technology training for employee groups.

- The Campus Culture team partnered with the Library Resource Technician, and the Web Analyst to establish a Data and Directions Directory for employees. The new directory will allow employees to access and retrieve data, directions and instruction for every electronic and digital application in use at the College. In conjunction with the Human Capital Committee, the teams also began coordinating usage and training for the College's Anthology system – the foundational system for administering and managing students' lifecycles while at Bermuda College. To support the overall access to the Data and Directions Directory, an employee intranet redesign has also commenced.

Human Capital

- The Human Resources Department commenced the creation of a stakeholder-defined calendar, and a monthly bulletin that communicates decisions and action-items from relevant meeting minutes. This supports the strategic objective to build a work culture that supports access to, and consistent dissemination of, work-related information, along with available training and instructional resources. The goal is to provide prioritised training to all employees to ensure that they have more than a basic proficiency when using the College's digital and IT applications.

In 2021, the rise of the pandemic caused a keener focus on outcomes rather than methods. Traditional ways of conducting business changed - from the onboarding of new employees, to managing the performance of existing employees - the services provided by the Department, changed. However, the changes created opportunities for reflection about how work was undertaken, its methods and measurement, and ultimately, its assessment.

The Department of Human Resources & Development accepted these uncertainties as opportunities for pro-action by:

- Implementing an online, asynchronous webpage served as an interactive clearinghouse of information and training topics once delivered in-person. It supported just-in-time learning and was available for hybrid delivery to a group, or dissemination to a single new-hire, at on-boarding. The orientation was also accessible by mobile phone, tablet, or desktop.

- Beginning the process of revising job-specific competencies for which each department would be responsible for producing higher effectiveness and efficiency outcomes. The revised system seeks to measure the essential duties of each employee and focus upon the ends, rather than the means. This process is expected to be complete in August 2022 and will guide the college's annual performance process, going forward

- The College recognised five faculty members who were promoted in 2021. Mr. Michael Walsh, was promoted to Senior Lecturer, while the following faculty members were promoted to the rank of Professor: Dr. Edwin Smith, Dr. Tracey Harney, Dr. Barbara O'Shaughnessy, and Dr. Sharon Virgil.

Long Service Awardees 2021

REPRESENTING
360 YEARS
of service to the College
and the community

RETIREES



Griselle Almagro-
Lightbourne



Joanne Brangman

30
YEARS



Keith Philpott

25
YEARS



Dr. Ali Arouzi



Dr. Lisa Osborne



Dr. Jeremiah Faries



Dr. Geoffrey
Rothwell



Dr. Sharon Virgil

20
YEARS



Leonie Dill



Evelyn
James-Barnett



Troy Lowe



Tiara Symonds-Grant



Lorrita Tucker

15
YEARS



Dr. Teneika Eve



Ahisha Francis



Takia Martin



Dana Lightbourne



Ru-Zelda Serverin



Kennita Perry

10
YEARS



Trevor Blackwood

5
YEARS



Terryn Fray

VICE PRESIDENT OF FINANCE AND OPERATIONS

Dwight Furbert CPA



Regardless of the obstacles encountered, the College remained steadfast and committed to providing a learning environment conducive to student success. I take this opportunity to congratulate the Finance & Operations Team for the perseverance and professionalism displayed during very challenging and uncertain times.

The total Government grant for fiscal year **2022 was \$15,382,697 (75% of total revenue).**

The College experienced a net profit of **\$448,722 for 2022 compared to net profit of \$1,016,304 in 2021.**

Total expenses for **2022 of \$20,120,815 were \$491,010 (24%) less than total 2021 expenses of \$20,611,825.**

HIGHLIGHTS

IT

- Formulated a comprehensive IT Strategic Plan to assist in prioritising goals and resources.
- Conducted a thorough cybersecurity assessment resulting in the implementing of preventative measures.
- Provided cybersecurity awareness training to all BC staff.
- Extensive involvement in the design and procurement of the IT and audiovisual components of the new Athene

Career Development Centre building and H100 Lecture Theatre renovation.

- The following projects were substantially completed and will be introduced in the Fall semester:
 - Online payment option roll-out
 - Migration of student email to the cloud
 - Roll-out of the IT Strategic Plan

PACE

- Forged new partnership with Framingham State University (MBA Program).
- Achieved LERN top 5 online registration award reflecting PACE'S commitment to increasing flexible online course delivery options.
- Surveyed potential customers to ascertain their professional and continuing education needs.
- Designed bespoke courses based on specified customer needs (Customer Service courses).
- Provided courses and certifications that prepared students for direct entry into the workforce (Horticultural Asst., Bartending, and Certified Nursing Asst.).

Physical Plant & Security

- Tested new maintenance software (MaintainX) for a Fall 2022 introduction. Programme benefits include work order creation/monitoring, preventative maintenance, and parts inventory tracking.
- Project-managed Athene Career Development Centre construction and H100 Lecture Theatre/Testing Centre renovation.
- Ensured the BC campus remained a safe space by enforcing screening protocols.
- Replaced incandescent lights with LED lights resulting in both significant energy and replacement cost savings.
- Completed feasibility studies on two College buildings identified for the installation of solar panels to further reduce energy costs.

Business Office

- Produced the 2021 audit package on schedule and received an unqualified opinion.
- Reviewed the Accounts Receivable Policy with renewed emphasis on collections of outstanding balances.
- Produced Standing Operating Procedures (SOPs) in various strategic areas resulting in improved efficiency and consistent standards.



DIVERSIFICATION OF REVENUE & PARTNERSHIPS STRATEGY 4

We will explore diverse revenue opportunities and partnerships that position Bermuda College as a premier community resource. We will leverage our facilities and utilise the campus to generate revenue by developing strong and diverse revenue streams which will have the added benefit of allowing us to establish and maintain strategic partnerships with both industry and academic entities, and to meet community needs.

DIVISION OF PROFESSIONAL AND CAREER EDUCATION(PACE)

Director
Tawana Flood MTA



The Division of Professional and Career Education (PACE) plays a critical role in empowering Bermuda's human capital, assisting learners to realise professional and career goals as they keep pace with a dynamic and growing global economy. The Division's core mission is to provide relevant professional and workforce development training, contract training, online bachelor and master's degree programmes and accelerated professional review programmes from established and renowned agencies in Canada, the United Kingdom, the United States and the Caribbean. The programmes are designed and developed with input from notable international and local partnerships including government, local and global professional networks, employment and recruitment professionals, and major industries that drive Bermuda's economy. Moreover, all instructors are qualified and accomplished global professionals who bring practical experience and a passion for their subject areas in to the physical and virtual classroom.

Bermuda has continued to benefit from an increase in its residents engaging in professional and continuing education programmes at Bermuda College. The College's academic divisions also tend to benefit from the success of the PACE Division programmes. Historical trends indicate at least 5% of noncredit students later enroll as credit or degree students.

Enrolment for in-person courses declined significantly, but online and hybrid learning reflected tremendous growth in the Division's online registrations, as local professionals from all sectors turned to the PACE Division for online solutions for their professional and continuing education needs. The normalisation of integrated technology, implementation of online learning, and adaptation for nontraditional learners, are all essentially trending towards permanence.

PACE STUDENT REGISTRATIONS



ENROLMENT

1300+

Total students registered in various programmes during this reporting period

250+ Students

Short Online Professional Development Courses

50+Students

Accounting and Compliance Programmes

40+ Students

Healthcare Programmes

50+ Students

CFA Financial Literacy Workshop Series

50+ Students

Marine Navigation and Maritime Sailing Programmes

45+ Students

MSVU BBA Programme

275+ High School Students

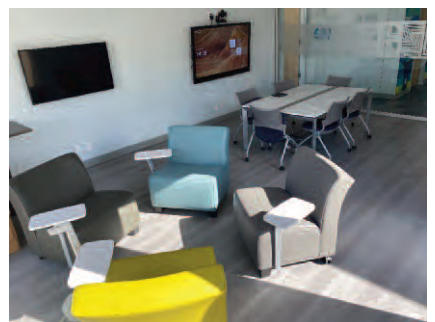
City and Guilds Entry Level 2 Award in Employability Skills

HIGHLIGHTS

- Achieved an impressive top 5 ranking throughout Canada, the United States and the Caribbean in generating registrations for LERN Online Courses. It recorded 283 registrations for noncredit online courses this past year, up 57% from last year and more than triple the number from two years ago. The Learning Resources Network (LERN) is the largest continuing education association in the world, serving more than 550 colleges, universities and other schools every year. Some 242 of its members promote online courses, making the PACE Division's achievement, very distinctive.
- Several graduates from the Endeavour Springboard Community Sailing programme played significant roles in the planning and execution of the SailGP race scheduled for May 2022. These erstwhile students worked alongside international elite athletic teams, flying cutting-edge, wing-sailed catamarans from 8 countries.
- More than 50 students earned various healthcare and health and wellness certifications. Many are currently employed on the frontlines protecting our vulnerable at King Edward Memorial Hospital and at various senior facilities island- wide.
- The Division recorded its highest number of Level 1 certified Basic Horticulturalist (landscaping) enrolments, thanks in part to funding provided by the Department of Workforce Development. An additional 20 unemployed and underemployed persons completed computer literacy courses. This is in keeping with Government's re-employment strategy.
- The Division celebrated four MSVU Bachelor's degree graduates in May, and welcomed its eighth cohort in the University of West Indies (UWI) Postgraduate Diploma in Education programme for teacher certification in various subjects. Students also continue to pursue the Miami University Masters of Education in Special Education.
- The 15th Annual Awards celebration had to be cancelled due to Covid-19 restrictions; however, these students will be recognised at the May 2022 Commencement ceremony receiving international qualifications and workforce or professional development certificates. Seventy-eight certificates were awarded to high school students who had completed the City and Guilds Entry Level Introductory Award in Employability Skills, with a further 10 students earning the Certificate for Nursing Assistants (CNA).



ATHENE CAREER DEVELOPMENT CENTRE [CONSTRUCTION]





INFRASTRUCTURE STRATEGY 5

We will maintain and be known for having a modern campus that is safe, comfortable, technologically relevant, and environmentally sustainable.

INFORMATION TECHNOLOGY SERVICES

Director
Ben Nwasike MA



Information Technology Services (ITS) oversees the administration of all computing services at Bermuda College. Those services include, but are not limited to, the acquisition and management infrastructure, the management and provision of helpdesk services, installation and maintenance of desktops, laptops, Enterprise Resource Planning (ERP) applications, and user training. ITS also maintains the email system, campus collaborative portal and websites, as well as the learning management system (LMS), Moodle, and printing services. Support for the College's computer labs and audio-visual services also fall under this remit.

HIGHLIGHTS

■ The College IT network experienced a ransomware attack in January, rendering systems inoperable for ten days. Once detected and confirmed, an incident response procedure was initiated. Working with our infrastructure and helpdesk partner, data and systems were restored from backup to within one day before the incident. An external vendor was engaged to perform forensics on the network and identify the source of the attack. Although the ensuing report did not identify a specific causation or source, it did identify potential vulnerabilities that needed to be addressed.

As a result, ITS is examining how to prevent future such occurrences by:

- Conducting a full assessment of the network security
- Considering how users access network
- Upgrading the backup system to gold standards
- Expanding cybersecurity awareness training to all users – students and employees.

■ Conducted an IT Strategic Planning session in July to chart the course for IT for the next five years. Participants included members of Bermuda College IT Users Group (ITUG), a Bermuda College Board member, three invitees from the Bermuda Government and a technology company founder.

■ Improved the IT infrastructure on campus and the overall user experience, thanks to the fundraising efforts of the Bermuda College Foundation which funded several projects under its strategic goals. Most of these projects have been completed; a few are still ongoing with a target date for completion set for the end of 2022.

■ Implemented a new telephone system using modern technologies. New features of the system include the ability to place and receive calls on/off campus using

personal devices, and the ability for employees to relocate their office telephone set to their home and communicate via the internet. These features have greatly facilitated telecommuting during the current Covid restrictions

■ Upgraded application servers and network storage in order to provide sufficient resources for current and future applications and services available to students and employees.

■ Upgraded the firewall to strengthen the perimeter security of the network by providing intrusion detection, packet inspections, and malware detection service, with reporting and analytical tools included

■ Built a new innovation lab equipped with social and industrial robots, 3-D printer, 3-D scanner and mixed reality devices. The goal of the innovation lab is to provide on campus a space for students, employees and the greater community to engage in innovative activities and to explore ideas. Sample use cases for this space may include activities in artificial intelligence (AI), machine learning (ML), human-machine interaction, industrial automation, reverse engineering, modelling and prototyping, and holographic content creation.

■ Installed modern audio-visual technologies in one of the lecture halls (H100) facilitating the ability to stream lectures and interaction with other locations. Similar technologies were implemented in the newly built model interactive classroom and model computer lab.

Ongoing projects include:

■ Implementing a digital workspace to provide a secure, streamlined access to IT services on campus in one single portal. When completed, users will have access to both cloud-based services and storage, and local services and storage. Also, a single sign-on will be provided to some applications which will minimise context switching for users. This project is expected to be completed by Fall 2022.

■ Upgraded a network cable to enhance IT network communication, replacing old, deteriorated network cabling with newer, updated standard cables.

FACILITIES MANAGEMENT & SECURITY

Plant Operations
and Facilities Manager
Cleun Gaiton MPM



The Facilities Management Department is responsible for the overall maintenance of the various facilities and grounds of the College campus, including painting, electrical, plumbing, air-conditioning refrigeration maintenance contracts, the monthly elevator service, a physical security presence on campus, and the mail system.

The Department continued to navigate through the pandemic, and with security protocols in place from the previous year, was successful in mitigating risk and bringing some normalcy back to the campus.

HIGHLIGHTS

- The Facilities staff played a critical role in the construction of the Athene Career Development Centre (CDC). Whether it was planning, construction and project logistics of the new building, demolition works, office relocation or simply painting, all staff contributed to the project and its anticipated opening in April 2022.

- Replaced and updated the College's HVAC system in the IT Data Centre

- Completely renovated the lecture theatre in Hallet Hall, and added an additional accessible restroom.

- Upgraded the fire alarms systems for Hallett Hall.

- Introduced new HVAC air purification systems in College Center and West Hall aimed at improving air quality, while reducing airborne virus transmission rates.

- Upgraded two buildings – North Hall and Brock Hall – with HVAC Controls upgrades as part of a multi-phased project to have all buildings on campus controlled through automation.





“

“Every time I think of my experience at Bermuda College nothing but amazing memories fill my mind. From the lecture halls (which I once found intimidating), to the epic college dances and fun times spent on campus, attending classes.

It was at Bermuda College I developed so many life skills for which I am forever grateful; while the flexibility of choosing my schedule allowed me to work and study at the same time.

Once I graduated from Bermuda College I felt that I was equipped to enter the workforce immediately using the skills I had acquired at the college, and still use in my daily life.

There’s something for everyone at Bermuda College: excellent instructors and accommodating staff who will make sure you’re on the correct pathway to success.”

”

Jakai Franks BA | BC ALUMNI

CLASS of 2003 - Associates in Business Administration

Vice President, Operations | Bermuda Tourism Authority



BRANDING & MARKETING STRATEGY 6

We will have a strong local and international presence with a reputation that attracts a diverse range of students, external partnership opportunities, and community confidence. We will have a clearly articulated brand and a designated person/team focused on promoting Bermuda College by creating consistent, targeted campaigns.

COMMUNICATIONS

Director
Evelyn James Barnett, MASCL



The Communications Office informs the public of the College's initiatives as it relates to its vision, mission, services and events. It seeks to promote to its diverse communities and stakeholders, the value of a Bermuda College education, the BC experience, and the College's commitment of helping Bermuda's students 'discover their path' to success.

HIGHLIGHTS

- Leveraged the College website as an effective information vehicle to provide critical guidelines and updates about its operations to students, employees and visitors in the uncertain and ever-changing landscape of the Covid environment. The website was also utilised more to interact with the public to host information sessions, webinars, and events; and to promote the success stories of alumni, students and faculty.
- Added several new media platforms to engage constituents on a more regular basis with content focused on recruitment – these included LinkedIn, and YouTube, and underscored its commitment to SM activity and content generation with over a half million unique web impressions generated for BC content, published on Facebook and Instagram. Eighty-seven unique pieces of social media content were created and published by the Communications Team. The library of content shared on BC's YouTube page reflected the full spectrum of activity, resource and expertise available more comprehensively than the short FB and IG posts.
- Successfully deployed the emergency notification system following a ransomware attack that disrupted College operations. Employees and students were kept abreast of progress in restoring online services in real-time updates.
- Purchased a new software app, PhotoShelter, a digital asset management platform to store, manage, collaborate and share images, documents and audio files. This will be a tremendous asset to the College as a 21st century tool to digitally manage its expanding files.
- Established several standard Operating Procedures (SOPs) as part of an overall, ongoing goal of institutionalising Communication Office procedures and practices.
- Completed the process and paved the way for the hiring of a new Marketing & Social Media Officer for the College.

RECRUITMENT HIGHLIGHTS

- Developed a customisable template for student outreach mapping a student's chosen set of life/career aspirations onto the network of BC study opportunities. These are then linked directly to and through the College's institutional partners and growing catalogue of articulation agreements. This was used nearly 25 times over the reporting period, for groups of public high school students, private high school students, one middle school, and several loose friend and family groups.
- The pandemic continued to depress overall engagement vs the pre-2020 experience – however, the conversion rate continued to hold with more than a quarter of every person who approached the BC pop-up location ending up as a registered student (credit/audit/PACE) for the subsequent semester.

This has been a most challenging, yet rewarding year for the Communications Office. The College was able to maintain and enhance a positive profile in the community, re-purposing traditional marketing tools, increasing its social media content, and adding new media platforms.

ACADEMIC PROGRAMMES

Associate of Arts

Art and Design
Arts
Arts and Science
Business Administration
Early Childhood Education

Associate of Science

Actuarial Science
Computer Information Systems
Diagnostic Imaging Technology
Education
Marine Science
Nursing
Pre-Health Science
Pre-Health Science (Pre-Med)
Science

Associate of Applied Science

Culinary Arts
Heating Ventilation & Air
Conditioning
Hospitality Management
Motor Vehicle Technology
Plumbing Technology

Diploma Programmes

Computer Network Technology
Computer Programming Technology
Culinary Arts
Food & Beverage Management
Heating, Ventilation &
Air Conditioning Technology
Hospitality Management
Motor Vehicle Technology
Plumbing Technology
Wood Technology

Certificate Programmes

Accounting Technician
Applied Science Technology
Electrical Wiring Technology
Heating, Ventilation and
Air Conditioning Technology
Motor Vehicle Technology
Plumbing Technology
Wood Technology

COMMUNITY ACCESS PROGRAMMES

BC On-line (Distance Education courses)

Culinary Education at Department of
Corrections

Dual Enrolment Programme (High Schools)

EXTERNAL PROGRAMMES

Georgia State University

Bachelor of Business Administration
(Finance and/or Risk Management and
Insurance)

Framingham State Univ.,
M.Ed. & Grad. Cert. in Ed. Leadership

Miami University, Ohio
M.Ed. Special Education Online Hybrid
(SEOH)

Mount Saint Vincent University
Bachelor of Business Administration

The University of the West Indies
Postgraduate Diploma in Education

THE DIVISION OF PROFESSIONAL AND CAREER EDUCATION (NON-CREDIT COURSES)

ACCA	Association of Chartered Certified Accountants
AMA	American Management Association
BOMI	Building Owners and Managers Institute
CPA	Certified Public Accountant (USA)
CPA	Chartered Professional Accountant (CANADA)
CITY & GUILDS	International Qualifications
ICDL	International Computer Drivers License
ILM	Institute of Leadership & Management
NCCAP	National Certification Council for Activity Professionals
ACAMS	Association of Certified Anti-Money Laundering Specialists
ICA	International Compliance Association
KIXKO	

WORKFORCE DEVELOPMENT CERTIFICATES

TRAINING AND DEVELOPMENT COURSES

SHORTTRAINING AND EXAM REVIEW COURSES

ONLINE COURSES



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