



BOARD OF GOVERNORS

AGENDA

April 22, 2016

MEMBERS

Donna Atkinson

Gregory Barker

Mark Dempsey

Tom Dover

Jane Harkins

Rachel Harper

David Lewia

Karen Price

Don Stewart

Jan Vineyard

Judy Whipkey

Michelle Wicks

Beverly Jo Harris
President

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Advanced Technology Center – Toyota Hall

1201 Science Park Drive, South Charleston, WV 25303

April 22, 2016, 9:00 a.m.

AGENDA

- I. **Call to Order**
- II. **Roll Call**
- III. **Approval of Minutes**
 - Minutes of March 18, 2016 1
- IV. **Reports**
 - a. President’s Report 4
 - b. Annual Report from Faculty (*to be distributed*)
 - c. Annual Report from Classified Staff..... 5
- V. **Administrative Items**
 - a. Action Item: BridgeValley Campus Development Plan—Dr. Harris/Adam Krason, ZMM Architects and Engineers..... 17
 - b. Action Item: Approval of Proposed BOG Rule B-21 Furloughs and Reduction in Employee Workforce 73
 - c. Action Item: Approval of Proposed BOG Rule C-10 Transferability of Credits and Grades 87
 - d. Action Item: Approval of 2016-2020 Institutional Compact Targets..... 92
 - e. Information Item: FY 2015-2016 Budget Update 100
- VI. **Academic and Student Affairs**
 - a. Action Item: Program Review 103
 - b. Action Item: Program Suspension 111
 - c. Information Item: Post-Audit Report..... 112
 - d. Information Item: Program Inventory Update 117

VII. Possible Executive Session—Personnel and Legal Contracts

VIII. Additional Board Action and Comments

IX. Announcements/Upcoming Events

- May 6—Commencement, Charleston Civic Center
- May 10—Faculty/Staff Planning Retreat

X. Next Meeting

TBD

XI. Adjournment

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

MARCH 18, 2016

A meeting of the BridgeValley Community and Technical College Board of Governors (Board) was held on Friday, March 18, 2016, at 9:00 a.m. in Room 406 on BridgeValley's Montgomery campus.

Board members present: Donna Atkinson, Greg Barker, Mark Dempsey, Tom Dover, Jane Harkins, Rachel Harper, David Lewia, Karen Price, Don Stewart, Jan Vineyard, Judy Whipkey, and Michelle Wicks. Also in attendance were President Jo Harris, faculty, and staff from BridgeValley.

I. Call to Order

Chair Lewia called the meeting to order at 9:00 a.m.

II. Roll Call

Roll was taken by Alicia Syner noting that a quorum was present.

III. Approval of Minutes

Karen Price moved to approve the meeting minutes of January 29, 2016. Rachel Harper seconded the motion. Motion carried.

IV. President's Report

President Harris provided an update on activities since the January meeting. Highlights included recent federal grant activity and legislative updates.

V. Administrative Items

a. Action Item: Approval of FY 2016-2017 Tuition and Fees

Rachel Harper moved to approve the adoption of the following amended resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors approves a \$270 (7%) annual increase for resident tuition and a \$642 (7%) annual increase for non-resident tuition.

Further Resolved, that the BridgeValley Community and Technical College Board of Governors approves a \$424 (11%) annual increase for resident tuition and a \$1,009 (11%) annual increase for non-resident tuition, if State Appropriations are reduced in FY 2017 by 4% or more. The combination of FY 2016 and FY 2017 reductions would equate to an 8% reduction or more.

Further Resolved, that the BridgeValley Community and Technical College Board of Governors approves the special fees and program fees as recommended.

Jan Vineyard seconded. Motion passed unanimously.

b. Information Item: Federal Grant Updates

Rebecca Prokity and Carol Perry provided updates on Bridging the Gap (BTG) and TechHire. A BTG grant monitoring visit will be conducted the week of April 25th. The \$4 million TechHire grant proposal, submitted last week, targets 17-29 year olds in the state of West Virginia with barriers to education, training, and employment.

VI. Academic and Student Affairs

a. Action Item: Program Suspension

Don Stewart moved to approve the adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors affirms the recommendation of the Department and Academic Standards Committee to suspend the Certificate program Paraprofessional Education and skill sets in Executive Office Advanced, Legal Office Advanced, Medical Office Advanced, Microsoft Office Access, Microsoft Office Excel, Microsoft Office PowerPoint, Microsoft Office Word, Records Clerk, Pre-K, and Early Childhood Education.

Rachel Harper seconded. Motion passed unanimously.

b. Information Item: Program Enrollment

Dr. Mallory presented an updated program inventory, which included enrollment by major and campus.

VII. Possible Executive Session—Personnel and Legal Contracts

No Executive Session was held.

VIII. Additional Board Action and Comments

None.

IX. Announcements/Upcoming Events

- March 21—Founder’s Day Events
- March 22—State of the Institution Address, Montgomery Campus
- March 22-24—Ability Fair
- March 24—State of the Institution Address, South Charleston Campus
- April 7—Open House, South Charleston Campus
- April 12—Open House, Montgomery Campus
- April 12—Student Awards Convocation, Montgomery Campus
- April 13—Be the Match Bone Marrow Registry Event, South Charleston Campus
- April 14—Be the Match Bone Marrow Registry Event, Montgomery Campus
- April 14—Student Awards Convocation, South Charleston Campus
- April 19—Earth Day Activities
- April 19—Technology Open House, ATC
- May 6—Commencement, Charleston Civic Center

X. Next Meeting

Friday, April 22, 2016
9 a.m.
South Charleston Campus

XI. Adjournment

There being no further business, the meeting was adjourned.

_____, David Lewia, Chair

_____, Jane Harkins, Secretary

BRIDGEVALLEY BOARD OF GOVERNORS

President's Report—April 22, 2016

- **Federal Grants Update**

- **TechHire.** DC Delegation Day, April 21, to solicit support for \$4 million request for Advanced Manufacturing and Information Technology programs (17- to 26-year-old population; industry credentials; work-based learning)
- **TAACCCT—Round 3—Bridging the Gap** (BridgeValley lead)
 - On-site DOL monitoring visit delayed by Department of Labor to an undetermined future date (was to have been April 25-29)
 - Quarterly sector meetings held in IT and Health disciplines

- **Foundation Update**

- Founder's Day/Donor Recognition—March 21; \$750 from silent auction
- In-kind donation of pipe from Dominion valued at \$32,000+
- Benefit Dinner—June 16

- **Highlighted Meetings/Events since March Meeting**

- Joint Program Advisory Committee Dinner—March 21
- State of the Institution Address on each campus—March 22 and 24
- Growing Innovation in the Mountain State Policy Forum—April 6
- ARC Webinar regarding Power Plus Grant—April 6
- American Association of Community Colleges Annual Meeting—Chicago—April 9-10
- External Meetings of Note:
 - Aaron Sporck, Senator Capito's Director of Economic Development, regarding federal grant opportunities and support (April 13)
 - Dr. Gilbert, Marshall University President and MU Provost, regarding Marshall's plan for undergraduate education in South Charleston (April 14)
 - Tech Park Officials regarding multi-year service agreement (April 14)
- Student Awards Convocations—April 12 (Montgomery) and April 14 (South Charleston)
- Week of April 18: New River Gorge RDA (April 18); State Workforce Development Board (April 20), DC Delegation Visits (April 21)

CLASSIFIED STAFF COUNCIL



2016

OFFICERS

Chair

Carla J. Blankenbuehler, M.A.
Director of Counseling & Disability
Services

Secretary

Paige Brogan
Human Resources Project Coordinator

Vice Chair

Natalie Price
Administrative Associate for the
Assistant Vice President

Treasurer

Crystal Hudnall
Administrative Secretary Senior,
Financial Affairs

Board of Governors Representative

Michelle Wicks
Associate Dean of Enrollment

STRATEGIC PLANS AND GOALS FOR 2016

GOAL 1: STUDENT SUCCESS

OBJECTIVE 1.1: INCREASE RETENTION RATES A MINIMUM OF 5% PER YEAR

Objective 1.1

- Assist Veteran's Services in hosting the annual Veteran's Luncheon for Veteran students, faculty, and staff.

Results

- Veteran's luncheon was held on November 11, 2015. 35% (21 Members) of Classified Staff Council members volunteers for set-up, Breakdown, service etc.



STRATEGIC PLANNING CONTINUED

Goal 1: STUDENT SUCCESS

Objective 1.1

- Assist Enrollment Services and Financial Aid in determining the Feasibility of the Work Study Luncheon.

Results

- Reviewed Facts and Statistics
- 50% Attended in 14-15 in Montgomery
- 77% Attended in 14-55 in South Charleston
- Themed as Taco Bar (All items were donated – no cost)
- Determine to continue with this tradition



STRATEGIC PLANNING CONTINUED

Goal 1: STUDENT SUCCESS

OBJECTIVE 1.2: INCREASE NUMBER OF GRADUATES IN CERTIFICATE AND ASSOCIATE DEGREE PROGRAMS 5% PER YEAR

Objective 1.2

- Scholarship Week Activity displaying all scholarships in which BridgeValley has to offer students

Results

- 22 Classified Staff Members Volunteered
- Interacted with 86 students



Strategic Planning Continued

Goal 2: INSTITUTIONAL SUCCESS

Objective 2.1

- Highlight what each staff members job entails at meetings so all classified staff are aware what each staff member does.
- This ensures a better understanding of who does what.
- This also will provide members with ease in assisting student concerns and questions.



Strategic Planning Continued

Goal 2: INSTITUTIONAL SUCCESS



Objective 2.2

- Continue with the Classified Staff Mentoring (of new staff members)

Strategic Planning Continued

Goal 2: INSTITUTIONAL SUCCESS



Objective 2.3

- Develop a Classified Staff Council Emergency fund
- BridgeValley Student in need.

Strategic Planning Continued

Goal 2: INSTITUTIONAL SUCCESS



Objective 2.4

- Encouragement of Classified Staff Council to donate to the Foundation for Students.

STRATEGIC PLANNING CONTINUED

Goal 3: INDUSTRY SUCCESS

Objective 3.1

- Host the Statewide ACCE meeting
- Increase participation of Classified Staff from BridgeValley

Results

- 12 Classified Staff Members assisted
 - Provided a breakfast spread for meeting attendees.



STRATEGIC PLANNING CONTINUED

Goal 3: INDUSTRY SUCCESS

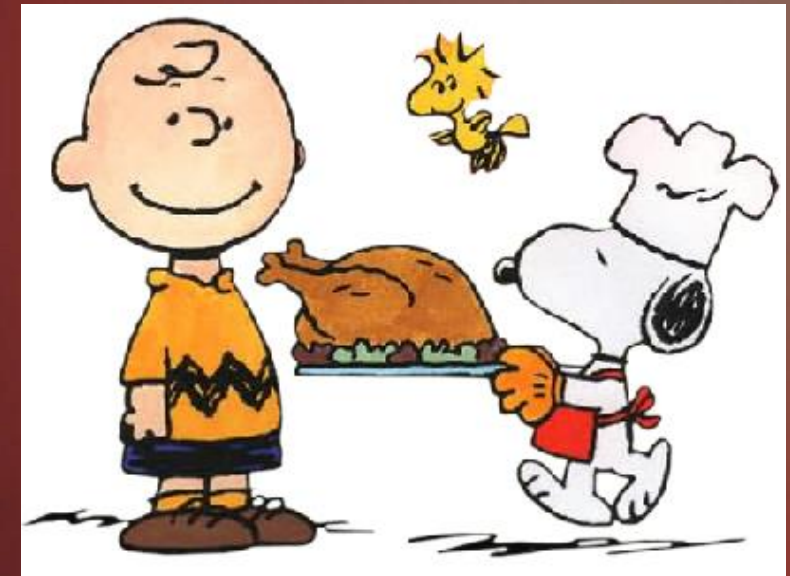
Project Thankful

Objective 3.2

- Host one fall service project helping a student and their family to have Thanksgiving and partner with Faculty senate.

Results

- Assisted 23 Students and their families in providing a box with a \$20 gift card for a turkey at Kroger and all the fixings.



STRATEGIC PLANNING CONTINUED

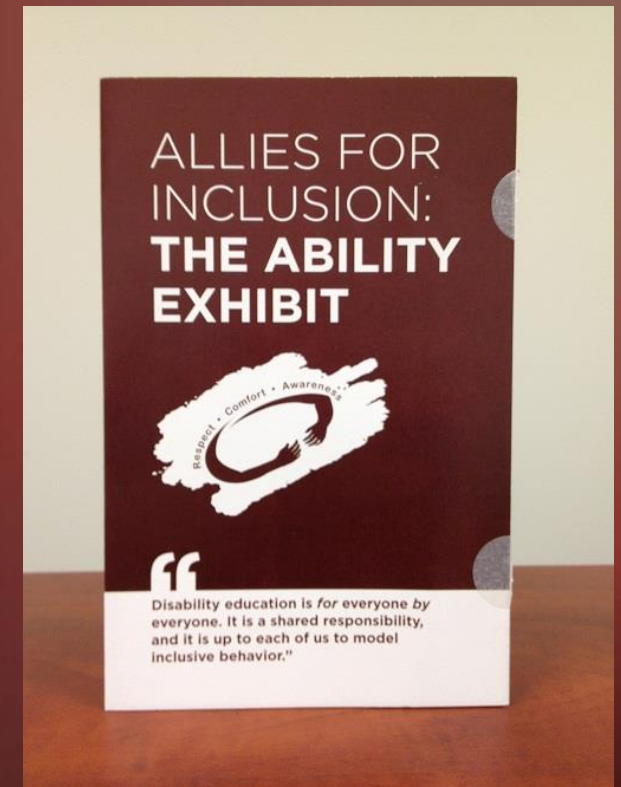
Goal 3: INDUSTRY SUCCESS

Objective 3.2

- Assist with one spring project to benefit students, staff, faculty and community members.

Results

- Disability Services Partnered with Kanawha County Schools and WV Division of Rehabilitation to offer this exhibit, Classified Staff and Faculty worked together to volunteer.
- 48% of Classified Staff Assisted
- Approximately 420 people went through the exhibit.



**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ACTION ITEM: **Campus Development Plan**

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the ten-year Campus Development Master Plan for Montgomery and South Charleston campus facilities as presented by ZMM Architects and Engineers for submission to the West Virginia Community and Technical College System.

STAFF MEMBERS: Jo Harris and ZMM Architects and Engineers

BACKGROUND:

In order to comply with WVCTCS Series 12, Capital Project Management, the institution engaged ZMM Architects and Engineers to complete a facilities master plan. Series 12 sets forth guidelines for the governance of capital planning and management activities of the higher education institutions under their authority to the College and the Governing Boards. These activities shall include but not be limited to: (a) developing and updating campus and campus development plans based on previously approved master plans; (b) planning, financing, acquisition, construction and/or renovation of capital facilities and equipment; (c) demolition of existing facilities; (d) acquisition or disposal of real property.

This policy states that each institution, through its Governing Board, shall develop and submit to the Council for approval a campus development plan covering a planning period of not less than ten years. If an institution has multiple campuses, a development plan shall be provided for each campus, along with an overall institutional plan that deals with the interrelationship between the campuses, the sharing of facilities to prevent unnecessary duplication, and any specialization of facilities that may be desirable on an individual campus.

Upon approval by the Governing Board and Council, the campus development plan shall form the foundation for institutional recommendations, capital budget requests, decisions with respect to new building construction, additions, renovation, maintenance, landscaping, parking, vehicular and pedestrian circulation, demolition of campus facilities, acquisition or disposal of real property, etc.

The campus development plan shall be updated not less often than every ten years. Any revisions and updates shall be resubmitted to the Council for approval when facilities usage, plans or opportunities for acquisition arise over the ten-year period.

Each institution shall report to the Council every five years on its progress in implementing the approved campus development plan.

The attached Campus Development/Facilities Master Plan will be presented by ZMM for consideration and approval by the Board of Governors prior to submission to the Council. This document is the result of a nearly year-long assessment of current college facilities, projected enrollment trends, and future facilities needs for the institution. Input was achieved through the communication with a Steering Committee for both Montgomery and South Charleston campuses.



BridgeValley Community & Technical College 2016 - 2025 Campus Development Plan

April 15, 2016



Final Draft



ACKNOWLEDGEMENTS

BridgeValley Community and Technical College embarked on a campus master planning process to establish a framework for the orderly development of all capital improvements that support the mission, vision, values, and strategic initiatives of the College. This is the first campus master plan for BridgeValley. Kanawha Valley CTC had never completed a plan, and Bridgemont CTC had completed a plan that was never adopted by the WVCTCS prior to the merger of the two institutions. The basis of the master plan is the document that was completed in 2011-2012 by both Montgomery and South Charleston steering committees for Bridgemont CTC. While the overall plan has been modified significantly since that time, the initial steering committees are also recognized with gratitude for their input and participation in the process.

The successful master planning process included a comprehensive look at the physical environment of the campuses and how that environment helps the College succeed in its educational mission. The Campus Development Plan was prepared with support and input from the College, the faculty, staff and students along with members of the local community. The consultant team acknowledges this important input, with many thanks to the following:

Board of Governors

Mr. David Lewia, Chair
Ms. Jan Vineyard, Vice Chair
Ms. Jane Harkins, Secretary
Ms. Donna Atkinson
Mr. Gregory Barker
Mr. Mark Dempsey
Mr. Tom Dover
Ms. Karen Price
Mr. Don Stewart
Ms. Rachel Harper
Ms. Michelle Wicks
Ms. Judy Whipkey

Participants

Dr. Beverly Jo Harris, President
Dr. Kristin Mallory, Sr. Vice President of Academic and Student Affairs
Jack Nuckols, Chief Advancement Officer
John Powell, Chief Procurement Officer
Cathy Aquino, Chief Financial Officer
Brian Bolyard, Chief Marketing Officer
Jason Stark, Chief Information and Operations Officer
Michelle Bissell, Chief Human Resources Officer
George Bossie, Facilities Director (South Charleston)
George Hypes, Facilities Director (Montgomery)
Jeff Wyco, Senior Vice President - Workforce and Economic Development
Alicia Syner, Executive Assistant to the President and Board of Governors

Jeanne Smith, Dean of Student Life
James McDougle, Dean of Students
Chuck Pomeroy, Assistant Professor/Faculty Senate Chair 2014
Amanda McClellan, Assistant Professor/Faculty Senate Chair 2015
Suzette Breeden, Dean of Health
Norm Mortensen, Dean of Technology
Pam Sturm Anderson, Assistant Professor BVCTC
Joyce Surbaugh, Dean of Enrollment Services
Pamela Lopez, Assistant Professor BVCTC / Montgomery City Council
Brandon Axelrod, BVCTC SGA
Cynthia Kline, BVCTC SGA
Leslie Taylor, BVCTC SGA
Hannah Cole, BVCTC SGA
Kathleen Walker, City of South Charleston
Sandy Huddleston, Burgess Real Estate
Roger Huddleston, Falbo Real Estate
Tom Minich, Professor BVCTC

Consultant Team

ZMM Architects and Engineers
Bullock Smith Partners

EXECUTIVE SUMMARY

BridgeValley Community and Technical College (BVCTC) was formed in 2014 through the merger of Bridgemont CTC and Kanawha Valley CTC. The merger was facilitated by Senate Bill 438, passed during the 2013 legislative session.

In 2004 independent accreditation was received under the original names of The Community and Technical College at West Virginia University Institute of Technology and West Virginia State Community and Technical College. In 2009 the institutions changed names to emphasize their mission and create distinction from the baccalaureate colleges. From their inception the two colleges worked collaboratively to avoid duplication of programs in their overlapping service regions.

Prior to the merger neither Bridgemont CTC nor Kanawha Valley CTC had completed an initial campus master plan that was approved by the West Virginia Community and Technical College System (WVCTCS). Bridgemont had completed a campus master plan (that serves as the basis of this plan). The plan was never adopted by the WVCTCS due to the pending merger of the institutions. Prior to the merger, Kanawha Valley CTC's facilities were limited to Building 2000 at the West Virginia Regional Technology Park.

As noted above, Bridgemont CTC began the campus master planning process in the Fall of 2011 by conducting a visioning session with the steering committee, which led to the completion of the initial plan in 2012. A new steering committee was convened in January 2015 to review the initial recommendations, and to assist in making modifications to the plan to reflect the needs of BridgeValley CTC. The discussions during this initial meeting produced several themes that guided the development of the Master Plan:

- The master plan needs to be a realistic document that establishes an orderly framework for the development of BridgeValley's campuses in Montgomery and South Charleston. Additionally, the plan should focus on efficiency with the intent of reducing the overall number of facilities, while creating spaces that are purposefully built for the programs offered at BridgeValley.
- The campus development plan and facilities should reflect the technological program offerings, as opposed to a more traditional campus.
- Since the Bridgemont CTC campus in Montgomery is contained within the former West Virginia University Institute of Technology Campus (WVU Tech), clear delineation of the proposed campus must be established. The relationship between the BridgeValley campus and WVUIT originally focused on the assumption that operations would continue at WVUIT, but has since been modified to reflect the current plan for the institution.

- Any new facilities and/or signage should be a strong visual connection between the facilities and the campuses in Montgomery and South Charleston. This visual connection should build on the successful branding process.
- The Master Plan should reflect BridgeValley’s commitment to sustainability – .and consider sustainable options for personal growth, community development, business engagement, and education.
- Due to its scale and the history of the College, Davis Hall will remain a visual beacon of the institution to the community in Montgomery, and Main Hall (Building 2000) will remain the visual beacon of the institution to the community in South Charleston.
- Any proposed new facilities shall be designed to be flexible, versatile, and adaptable to be able to respond to emerging workforce needs.

Following the meetings with the steering committees, the ZMM/BSP team investigated BridgeValley’s facilities, and met with the administration and Board to discuss enrollment and other issues. Once all of the pertinent information was gathered, the master plan team conducted rigorous analysis to develop a solution that reduces the overall number of BridgeValley facilities from six (6) to four (4), while eliminating buildings that are not up to reasonable standards for delivering educational programs.

The intent of the final plan is to develop two (2) new facilities – Technology Lab/Classroom Buildings. One facility will be developed in Montgomery to replace Westmoreland Hall, the Diesel Technology Building, and potentially the Publishing Innovation Center. The second facility would be located at the West Virginia Regional Technology Park Campus in South Charleston, and would replace and expand the program space that currently exists in the Annex (Building 704).

Montgomery Campus

The Montgomery Campus currently utilizes four different facilities:

- Davis Hall
- Westmoreland Hall
- Diesel Technology Center
- Publishing Innovation Center

Both the Diesel Technology Center and Publishing Innovation Center are leased facilities, and are located across the railroad tracks on Third and Fourth Avenue. Without direction, it is difficult to distinguish these buildings as part of the BridgeValley campus.

To determine an appropriate strategy to implement the vision for the Montgomery Campus, clear boundaries needed to be established. Based

upon the location of existing facilities, while considering the possibility of development, the boundaries of the campus were defined as the two city blocks situated between Second Avenue (Rt. 61) and Fayette Pike, and between S. Madison Street and S. Monroe Street. An investigation and assessment of the existing facilities, coordinated with an enrollment and demographic assessment, influenced the strategy for developing the Montgomery Campus.

The initial (Bridgemont) development plan for Montgomery anticipated a variety of new and renovated facilities with a total ten year cost for the improvements of \$21.85M. This included renovations to Westmoreland Hall, additional improvements to Davis Hall, as well as the construction of an Engineering Technology Building and an Academic Building.

An image of the initial proposed Montgomery Campus improvements can be found below:



*2012 Bridgemont Master Plan –
Montgomery Campus*

The objective identified during the current planning process is to simplify the plan, and to reduce the overall facilities in Montgomery from four to two – Davis Hall and a Technology Lab and Classroom Building. The proposed development will be focused along Second Avenue (Rt. 61), easing the required property acquisition burden required to move the plan forward.

Primary circulation to the campus occurs along Second Avenue. One opportunity of the Master Plan was to create an internal green space ('quad') that would provide relief from the busy vehicular thoroughfare, while also providing the opportunity for recreational and outdoor gathering spaces. For this reason, the alley that currently bisects the site has been eliminated, with the exception of the portion behind Davis Hall which is required for building access and maintenance. The full implementation of the plan requires the acquisition of 16 residential properties and the closure of First Avenue to vehicular traffic. Implementation of the first phase (Technology Lab/Classroom Building) would only require the acquisition of six properties. This acquisition and street closure, along with the development of new Technology Building would begin to define the campus, and eliminate the need to operate in two facilities (Diesel Tech and Westmoreland Hall) that are no longer suitable for delivering high quality academic programs. The later demolition of Westmoreland Hall would allow for a final implementation of the Montgomery Campus Development Plan.



*2015 BridgeValley Master Plan –
Montgomery Campus*

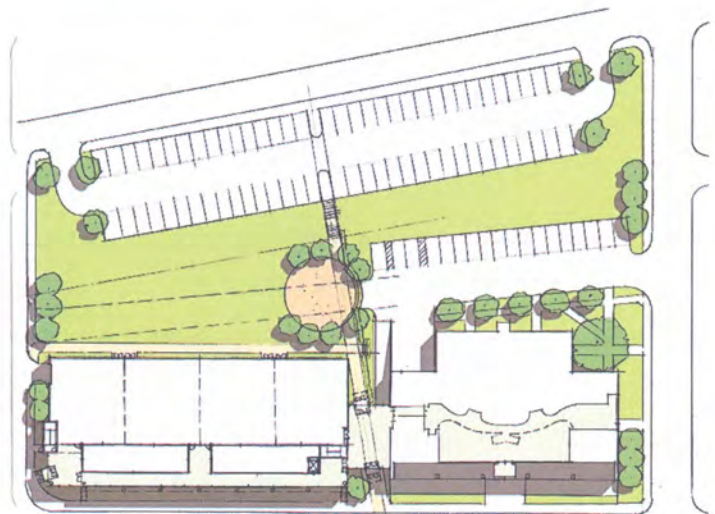
The changes implemented during this phase of the planning result in the following improvements:

- ❑ Reduction in Proposed Capital Expenditure
- ❑ Reduction in Operation and Maintenance Expenditures
- ❑ Focus on Critical Programmatic Needs – Replacement/Update of Westmoreland Hall and Diesel Technology Building in Phase I
- ❑ Simplifies Property Acquisition Required for Initial Project
- ❑ More Appropriately Scaled for Campus

Below please find a side-by-side comparison of the plans:



2012 Montgomery Campus Master Plan



2015 Montgomery Campus Master Plan

South Charleston Campus

The development of the South Charleston campus involves the unique challenge of creating institutional distinction between the BridgeValley facilities, the Advanced Technology Center (ATC), and a variety of other facilities on the West Virginia Regional Technology Park on the same campus. Another challenge is finding ways to connect the more traditional classroom programs that occur in Building 2000 with the technology programs that currently occur in Toyota Hall (ATC) and the Annex. The relative locations of these buildings does not allow for any direct visual connection and limited opportunities for even a pedestrian link between the buildings. Ultimately, many students only come to one area (Building 2000 or ATC), leaving them with very different experiences of the campus.

Main Hall (Building 2000) contains 196,800 SF of space, of which BridgeValley leases 85,127 SF. Currently BridgeValley occupies the south and west wings on levels G, 1, 2, 3. Dow currently occupies the 4th level of these wings. BridgeValley requires additional office, classroom, lab, and assembly space in Building 2000. Ultimately, the college would like to lease and develop the 4th floor, and to maintain access to the existing assembly space on the 1st level.

The Advanced Technology Center is located adjacent to the Annex (Building 704), and provides a unique training center that incorporates state-of-the-art technology and faculty expertise to offer credit and non-credit training that meet the needs of regional employers. Through collaborations with community members, industry, and government customized training and education programs can be developed in manufacturing, information technology, chemical, and energy fields. BridgeValley operates within and manages the facility. The building, now named Toyota Hall, was recently constructed, and no deferred maintenance or expansion is planned for this facility.

The need for additional technology programs in South Charleston led to the creation of a campus development plan that considered the limits of development at the Advanced Technology Center site and the Annex (Building 704). The Annex was originally renovated to contain a diesel technology program, but also currently houses welding and machine tool technology. The main technology lab space is occupied beyond capacity, while the remainder of the facility is underutilized, and does not fit the needs of BridgeValley CTC.

To alleviate the need for additional Technology Lab space, a new purposefully built facility is proposed for the site to the west of the Annex (Building 704) on Science Park Drive. Conceptual plans and elevations were developed for a new facility that will complement the proposed Advanced Technology Center, while reflecting the unique technological aesthetic of BridgeValley. The new facility will replace and expand the inadequate technology lab and classroom facilities in the Annex. A proposed plan for this area is shown on the following page:



*2015 BridgeValley Master Plan –
South Charleston Campus*

Other additional needs in South Charleston include site lighting and signage, which should be provided by the West Virginia Regional Technology Park based upon the current lease.

Conclusion

The attached Master Plan document indicates the strategy to implement the vision noted above. Existing facilities were evaluated to quantify and prioritize needs. Property acquisition was investigated to help establish the physical boundaries of the campus. Enrollment, demographics, and program offerings were examined to determine realistic requirements for new and replacement facilities. All of the needs were then prioritized, and a timing, phasing, and cost analysis for the plan were developed. The outcome of this process is a realistic strategy to guide the development of BridgeValley in a manner that supports the priorities and vision of the college.

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1

DAVIS HALL ASSESSMENT

Montgomery Campus



Entrance Lobby

BACKGROUND

Davis Hall serves as the administrative headquarters for BridgeValley Community and Technical College (BridgeValley) in Montgomery. WVU Tech transferred this asset to the community college in 2008 as part of the separation agreement upon independent accreditation as it houses the majority of associate degree program laboratories and classrooms. The 6-story building with full basement is a single-use educational building with classroom space, laboratories and administrative offices. The 77,215 SF educational building constructed in 1970 consists of 36,570 SF of classroom and laboratory space, 7,235 SF of office and conference space, 28,915 SF of utility and service space along with a 4,495 SF auditorium. The exterior skin consists of architectural precast concrete panels and a glass curtain wall system with metal panel spandrel between floors enclosing a steel-framed structure. The building is highlighted by a 2-story entrance lobby that is open to the second floor above comprised of office and conference space. A 210-seat auditorium is situated at the back of the lobby. The typical upper-level floor contains classrooms and labs double-loaded off the main corridor separated by non-rated glass (demountable) partitions. The main corridor leads to a core on the west end which houses offices, elevators, restrooms and exit stairs.

A significant renovation was completed in 2012 which consisted of major life safety and other architectural and engineering improvements. The most notable life safety issues were the replacement of the plastic wiring in the ceiling plenums, a new addressable fire alarm system, and ADA renovations to the entrances and restrooms. Architecturally, the most dramatic improvements are the replacement of the exterior windows, a new metal-clad entrance canopy, improvements to the classrooms and upgrades to the out-dated auditorium. Several improvements were made from an engineering perspective that will help the overall performance and efficiency of the building. The outdoor ventilation system, cooling tower and gas boilers were replaced, along with the building lighting and controls. A backflow preventer has also recently been installed.

BUILDING ENTRANCE

The main access to the building entrance is by means of a sloped concrete ramp which spans a low area that provides light into the basement classrooms. From the sidewalk the grade starts sloping down almost immediately, and continues to the face of the building, (approximately 20 feet). This low-lying area extends along the entire length of the building and wraps around one corner. A future

improvement is to alleviate this low area while providing a pedestrian plaza and accessible entrance path to the building.

BUILDING ENVELOPE

The building was designed in the international style popular at the time of its construction. The architectural precast panels on the exterior of the building have a pebble finish on the standard wall panels and a smooth finish on the vertical fins which seem to be in fairly good condition. The precast panels require cleaning and replacement of the caulking in the exterior joints.



Existing Precast Concrete Panels

BUILDING ROOFS

The building has two different roof systems, a 2-ply modified bitumen roof on the auditorium and the main upper roof, and a ballasted single-ply system on the mechanical penthouse. The main upper roof surface was replaced a little over one year ago but has significant water ponding issues. The roof has a Firestone Premium 20 Year Warranty. The auditorium roof and the mechanical penthouse roof were not replaced. For the new roof surfaces, it is recommended that the installer be contacted for verification on the limits of the installation warranty and the roof be repaired. It is suggested that the other roofing be replaced.

ELECTRICAL

It is recommended that the switchgear be replaced with a main breaker-type switchboard with sufficient feeder capacity to allow for future demand. A new 208V distribution system with transformers is needed throughout the building. Replacement of the existing switchboard may require additional building space to allow for the relocation of the telephone and fiber-optic service points and provide sufficient clearance and exiting for the switchgear. The addition of a building security system with card access for the main entrance and handicap entrance as well as a closed-circuit TV system should be considered for the security of staff and students.

The existing pad-mounted service transformer feeds both Davis Hall and Westmoreland Hall. The future electrical needs of both buildings may require separating the feeders from the transformer and providing another pad mounted transformer adjacent to Westmoreland Hall.

MECHANICAL

The Welding Shop exhaust system should be upgraded to comply with OSHA's standards. Also, ventilation should be installed in all building service rooms.



New Rooftop Mechanical Equipment

1

Main Hall (Building 2000) and Advantage Valley Advanced Technology Center (Toyota Hall)

South Charleston Campus



Main Hall (Building 2000) Entry

Main Hall (Building 2000)

Main Hall (Building 2000) serves as the administrative headquarters for BridgeValley Community and Technical College (BridgeValley) in South Charleston. It contains 196,800 SF of space, of which BridgeValley leases 85,127 SF. Currently BridgeValley occupies the south and west wings on levels G, 1, 2, 3. Dow currently occupies the 4th level of these wings. BridgeValley requires additional office, classroom, lab, and assembly space in Building 2000. Ultimately, the college would like to lease and develop the 4th floor, as well ensure maintained access to the existing assembly space on the 1st level.

Main Hall's (Building 2000) original construction date is unknown. The building underwent a substantial renovation in 2012. This renovation included a 14,200 SF entrance addition. Due to the recent renovations, a detailed building assessment was not completed for Building 2000, and no work beyond regular maintenance (and the possible renovation of additional space noted above) will be undertaken in the next 10 years.



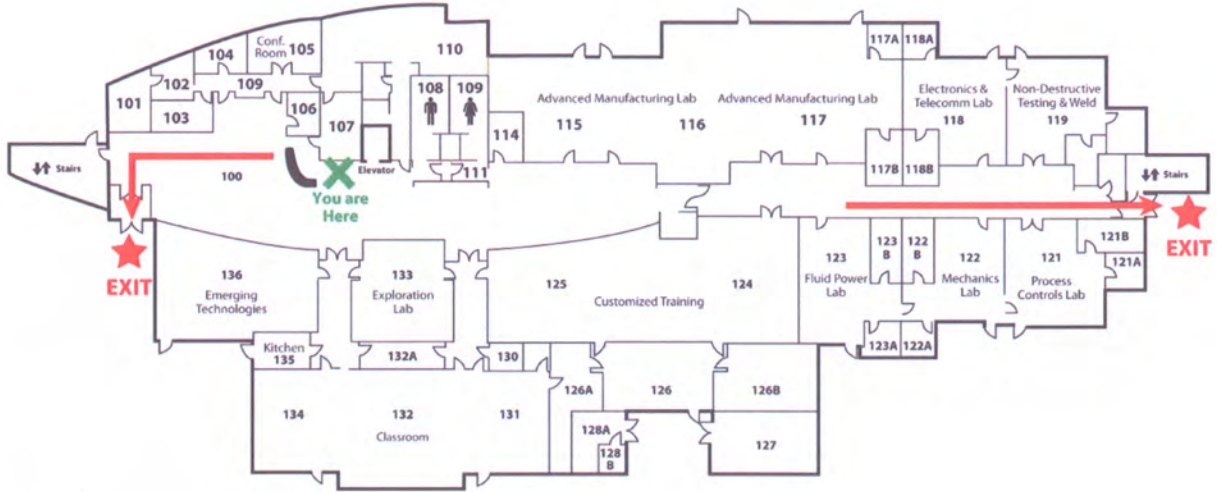
South Central West Virginia Advanced Technology Center (Toyota Hall)

This new 52,000 SF technology facility that houses community and technical college and workforce development programs was completed in 2014. The facility is operated by BridgeValley even though it has a regional training function. The steel-frame building with a brick veneer is located in the West Virginia Regional Technology Park (WVRTP) in South Charleston. The building, now known as Toyota Hall, has been a tremendous asset to the WVRTP, BridgeValley, and the community. Toyota Hall is already at maximum occupancy. No expansion of the facility or additional work beyond regular maintenance will be undertaken at this facility in the next 10 years.

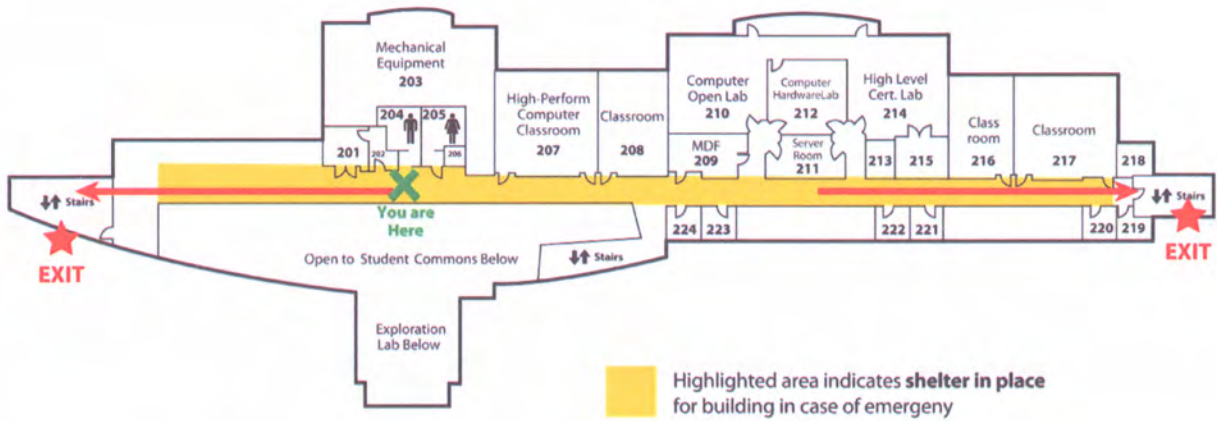


Toyota Hall Entry

Floor plans for the Advanced Technology Center are located on the following page.



Toyota Hall Lower Level Plan



Toyota Hall Upper Level Plan

1

WESTMORELAND HALL ASSESSMENT

Montgomery Campus

BACKGROUND

In 1978, West Virginia University Institute of Technology (WVU Tech) built Westmoreland Hall at the west end of their campus as a specialty classroom building to support the growing Mining Technology program. The upper level of the rectangular, 2-story, 10,800 SF metal building opens to Fayette Pike on the south side while the lower level opens to First Avenue on the north. Upon separation of WVU Tech and the community college in 2008, Westmoreland Hall was transferred to the community college. A small renovation was undertaken in 2009 which converted a former child care center on the second floor into classrooms and offices.

BridgeValley now utilizes Westmoreland Hall as a home for the Civil Engineering Technology and Highway Engineering Technology programs.

EXTERIOR

Westmoreland Hall is a 38-year-old metal building, and is in poor condition for continued occupancy. The overall steel frame appears to be structurally sound and the original exterior metal panels are in good shape except for some rusting along the base and around wall panel penetrations, which is typical for this type of building. The low-sloped metal roof which is also original to the building does not leak but has major issues with the perimeter drainage control. The metal gutters are rusted through in several locations with missing and damaged metal downspouts adding to the problem. The downspouts seem to have originally been connected to an underground drainage system but the boots are now clogged up with mud and other debris. Water now pours out directly on grade in several locations around the building perimeter.

INTERIOR

Westmoreland Hall has a simple circulation corridor down the middle with educational and office space double-loaded on both the upper and lower levels. Circulation between the upper and lower levels on the interior of the building is accomplished only by going outside and coming back in. From the upper level entrance the corridor leads back to a straight run stair that leads directly to the exterior on the lower level. The majority of the upper level is occupied by faculty office space, classrooms, a kitchen / break room along with men's and women's restrooms. Upon entering the lower level, a large work bay with an overhead crane occupies the majority of the right side of the building with 3 classrooms on the left. At the end of the hall on the right lies a computer lab with an adjacent small office. A small mechanical room and restrooms lie off an exit corridor that veers to the left. After exiting the building, a concrete stair leads back up to Fayette Pike.



First Avenue Elevation



Fayette Pike Entrance



Mining Lab Workbay

PLUMBING

The existing facility is fully sprinkled and a backflow preventer has been installed for the domestic water service. The existing toilets on both floors do not meet ADA requirements.

MECHANICAL

The existing labs and offices on the lower level are being served by a combination of small wall-mounted window air conditioners, gas fired make-up units, and a packaged terminal air conditioning with electric heat in one office. This unit ejects its heat directly into the corridor which makes the corridor hot. The Work Bay area is heated by three gas-fired unit heaters, which are inadequate; there is no air conditioning or ventilation for this area. Considerations should be given on conditioning this space.

The existing offices on the upper level are being served by Packaged Terminal Air Conditioners. The original units are Trane (PTAC) units which are approximately 5-years-old; some of these units have been replaced by Amana package terminal Air Conditioner and Heat Pumps. Consideration should be given on current ventilation requirements of classrooms.

ELECTRICAL

The 600 Amp 480/277 volt electrical service is in good condition and sufficient for the building's current and future use. The service is fed underground from the existing Davis Hall pad-mounted transformer and may need to have a new transformer installed if further up-grades are performed on the Davis Hall electrical distribution system.

The existing surface-mounted wraparound lens fluorescent fixtures have been upgraded to new ballasts and T8 fluorescent lamps. All rooms have had occupancy sensors installed to control the lighting. There are a few broken and missing fixture lenses. However, replacements are currently available for repairs.

The large work bay does not have proper exiting or exit signage. The large work bay lighting is insufficient and should be replaced along with the addition of suitable emergency egress lighting and exit signage.

All interior rooms and corridors have sufficient exit signs and emergency lighting using wall-mounted emergency battery units. These units are of various manufacturers and types and will require monitoring as well as replacement of the lamps and batteries over the future life of the facility. The first floor East/West corridor requires the installation of an emergency battery unit for emergency egress lighting. The exterior paths of egress require outside emergency egress lighting.



Civil Engineering Computer Lab

1

Convenience receptacles at sinks and lavatories need to be changed to GFCI protected receptacles. Some of the offices are using several power tap extension cords and require additional convenience receptacles.

The building has wireless internet access throughout and several of the workstations are hardwired. The data distribution rack is located in a storage room off of the large work bay and should be secured in a closet to protect it from damage or tampering.

The fire alarm system is a Notifier 4 zone system with pull station, smoke detection and horn strobes throughout the building. The fire alarm system monitors the new fire protection sprinkler system.

With some minor maintenance and improvements, the electrical systems will be sufficient to continue use of the building for the next few years.

1

PUBLISHING INNOVATION CENTER ASSESSMENT

Montgomery Campus



Upper Kanawha Valley Technology Community

BACKGROUND

In 2003, the Upper Kanawha Valley Economic Development Corporation built the Technology Community Building on the site of the old G.C. Murphy department store on Third Avenue in downtown Montgomery. The 3-story, 35,600 SF building with a partial basement was originally built as a business incubator space that never materialized. In 2005, the Printing Department of BridgeValley Community and Technical College (Bridgemont) agreed to occupy a portion of the building in lieu of renovating Conley Hall on the WVU Tech campus. With matching grant money and donations from several industry leaders, in 2007, BridgeValley renovated the basement into training and research labs and the first floor into specialty areas which include a distance-learning auditorium, a multimedia executive conference suite and multiple state-of-the-art simulation and computer laboratories. The highlight of the first floor is the Publishing Hall of Fame which serves as a focal point for corporate leaders who have made significant contributions to the printing industry.

EXTERIOR / INTERIOR



Printing Lab

Being a newly constructed building, the overall condition of the exterior and the interior of the building is very good. The 3-story front façade has a 1-story brick base that blends in with adjacent downtown buildings at the street level. The two stories above the base are constructed of an exterior insulation and finish system that resembles stucco with regularly spaced double-hung aluminum clad wood windows. Above the main entrance is a group of inset windows capped with an arched stucco accent. The shape of the building is relatively square providing a simple core layout on the interior which contains the elevator, exit stair, mechanical space and accessible restrooms on all floors but the basement. All meeting rooms, classrooms and offices are arranged along the exterior perimeter with building corridors surrounding the centralized core. An additional exit stair is located on the northwest corner to provide a second means of egress from all floors.

MECHANICAL

The existing basement is heated and air conditioned by three Trane/American Standard electric furnaces and roof-mounted condensing units. The basement level has a ducted return system with PVC piping. The other floors are handled by six Trane gas fire air conditioning units on the roof without a ducted return. All units appear to be in very good condition on running. The facility is fully sprinkled but the domestic water service does not have a backflow preventer. Overall the facility is in very good condition.



Simulation Lab

ELECTRICAL

The building electrical systems were completely upgraded in 2003 and are in very good condition. The main distribution switchboard is a Square-D 1600 amp 120/208volt 3phase 4 wire with new branch circuit panelboards throughout the building.

The recessed T8 fluorescent direct/indirect light fixtures, exit signage and emergency lighting are in very good condition. The lighting is controlled by local switching and should have the switching changed to occupancy sensors to turn off lights when the rooms are unoccupied. The emergency lighting is provided by fixture mounted emergency battery/ballast units with integral test switches.

Building security is monitored via a door security system and a CCTV system on all BridgeValley floors. The fire alarm system is a Simplex 4010 addressable system complete with detection, audio/visual notification and manual pull stations and is in working order.

A roof mounted 7KW 30 A 120/240v single phase natural gas generator supplies emergency power for the building sump pump, fire alarm, telephone system and basement lights. The weekly generator exercise program has been disabled and should be reprogrammed to provide weekly testing.

The building electrical systems are in very good condition and should provide good service for many more years.

1

DIESEL TECHNOLOGY ASSESSMENT

Montgomery Campus

BACKGROUND

In 2010, BridgeValley Community and Technical College (BridgeValley) signed a short-term lease to occupy the lower level of a 2-story, 10,170 SF building on Third Avenue in downtown Montgomery. The lower level space was a former tire center with a small customer service area in front and a vehicle work bay in back which sets below grade. The upper level of the existing building, which faces both Third and Fourth Avenues, is home to 9 residential apartments which are double-loaded off a central corridor with stairs at each end which exit to Third Avenue. BridgeValley, in collaboration with the Owner, began a renovation project to convert the first floor into a home for the ever-expanding Diesel Technology Program. The most significant portion of the renovation consisted of providing the existing building with a fire suppression system that met the occupancy separation requirements of the WV State Fire Marshal. The old customer service area was divided into 2 classrooms and a straight run wooden stair was built to provide an exit up from the vehicle work bay to Fourth Avenue.

EXTERIOR

The building is constructed of a structural steel frame with masonry infill along the exterior perimeter. The lower level has a higher floor-to-floor height to accommodate the tall vehicular work bay. On the Third Avenue elevation, and along the first 10 feet of each side, the brick was recently covered with an exterior insulation and finish system to create a smooth, stucco appearance by the building Owner. The bay divisions of the original building design were retained which highlight the location of the internal steel structure. The bay divisions all have aluminum storefront entrances along the street level except for one large overhead door which leads to the work bay. On the second floor, the large steel-framed windows into the apartments have been replaced with much smaller aluminum clad windows. Vertical rain leaders from the roof drains above extend down through the steel structure and are exposed on the work bay interior.

INTERIOR

The main entrance to the Diesel Technology program is through a simple storefront door on Third Avenue. Entrance is through a corridor which runs along the glass and leads to two small classrooms whose walls extend to structure and expose angled steel stud bracing. No lobby or reception area is provided. The corridor dead-ends into a small break room with an adjacent restroom which is not accessible. The vehicular work bay is accessed through doors at the back of each of the classrooms. Upon entry to the work bay, a fenced-in tool storage area is



Front Elevation

immediately on the left and a paint booth and small lockerroom facility sets at the back right. The paint booth has been converted into a live-engine room because of its accessibility to an existing exhaust system. A small utility room is adjacent to the large overhead door, which contains the service entrances for the water, gas and electricity. Along the exterior perimeter, high up on the wall, are large, steel-framed, single pane windows which are typical of this building type. The floor for the apartments above is framed with exposed steel beams and joists. The wood subfloor and all sanitary piping are also exposed above the work bay and leak on occasion.

MECHANICAL

This facility is in very poor condition. The motor work bay area has no central ventilation, exhaust system. This area is heated by two gas unit heaters. The work bay toilets are in very poor condition and do not work. The classroom area for this facility is conditioned by one air handler located in the shop work bay and ducted to classrooms with no outside air. The upper level of this facility is rental space. The facility is sprinkled, but domestic water service does not have a backflow preventer. The gas meters for the upper level renters are located inside the facility of the lower level shop area; the gas company may require access to this space. The toilets in classroom area are in very poor condition and not ADA compliant.

ELECTRICAL

The existing overhead 200 amp 120/208 volt three-phase electrical service is not sufficient for the present and future use of the building and should be upgraded. A new 225 amp 42 pole panelboard has been installed in the work bay area. However the panel is fed via a second-floor disconnect switch with 100 amp fusing.

The existing vehicular work bay lighting is insufficient and the 4 foot and 8 foot T12 fluorescent replacement lamps have been discontinued. There is insufficient exit signage and emergency egress lighting in the entire building. There is no exterior security lighting for the diesel shop or the 2nd floor apartments. Both floors, as well as the exterior, require new lighting, exit signage and emergency lighting along with controls to comply with ASHRAE, the Illuminating Engineering Society recommended practice, the Life Safety Code and the National Electrical Code.

The branch circuit wiring and wiring devices are old and in poor condition. There is a lack of GFCI protection on receptacles near sinks, lavatories and other areas subject to water.

The building does not have a central building-wide fire alarm system to provide alarm to all occupants. Considering the occupancy types and the usage of the facility, it would be advisable to install a fire alarm system



Diesel Shop Interior



Diesel Shop Interior

with central station reporting to monitor both floors and the new fire protection sprinkler system.

The computer data rack is located in a small closet beside the single restroom on the first floor. Upgrading of the restroom to comply with ADA requirements will necessitate relocation of the data rack and cabling.

Recommendations include providing a complete electrical distribution, lighting and wiring upgrade of the building and installation of a fire alarm system with central station reporting.

1

ANNEX (BUILDING 704)

South Charleston Campus



Northwest Elevation



Northeast Elevation

BACKGROUND

The Annex was originally built as a boiler house and machine shop (Building 704) by Union Carbide in the late 1940's. Since then the main 3-story volume housing the old boilers has been demolished leaving a void on the southeast corner of the building. The two-story 23,465 SF steel-framed building occupies a flat lot just left of the main entrance to the Tech Park on the Kanawha Turnpike in South Charleston, WV. The first floor of the building is highlighted by two high bay spaces and a large mechanical room to the south separated by the main electrical room. A two-story addition was built on the north side in 1978 which contains locker room facilities and support space on the first floor. Part of the locker room (west end) has been converted to a storage room. The second floor has offices, classrooms and a restroom off a single-loaded corridor with stairways at each end, one interior and one exterior. The structure of the building has an unprotected, non-combustible fire rating and the entire facility, except for the basement and campus utility room, is protected by an automatic fire sprinkler system.

A significant renovation was completed in 2012 which consisted of major life safety improvements to allow BridgeValley CTC to occupy the building for classroom activities. The most notable life safety issues were the removal of the old, oil-soaked, wood flooring with a new concrete floor; addressing the occupancy fire separation issues; and the interior and exterior stair improvements. Architecturally, the most dramatic improvements were the removal of various interior partitions and the cleaning and painting of the high bay work areas. Several engineering improvements were made ranging from upgrades to the fire alarm system to repairing and reworking of mechanical systems throughout the building. Upgrades and repairs to the existing fire sprinkler systems were also completed. The renovations made to the building were intended to accommodate diesel technology; however the building now houses multiple additional programs including welding and machining, and is not suitable for continued use for all three programs.

BUILDING ENVELOPE

The majority of the exterior walls consist of solid brick and brick veneer over concrete masonry with prefinished metal panels installed directly over the structural steel frame on a small portion on the southeast side of the building. Cracks caused by settlement over the years are visible on the brick masonry of the original building, but the exterior walls appear structurally sound. There are large steel single-pane windows into the high-bay spaces, typical for this type of facility, and small punched aluminum windows in the addition. Metal panels also cap the top of the

two-story office addition on the north side of the building. The building contains no main entrance or signage.

There are a few maintenance and other improvements that should be addressed initially. The masonry, metal panels and windows seem to be in relatively good condition but, at a minimum, should be pressure-washed and/or cleaned and painted. A small metal canopy should be suspended over the west side entrance to the building, signifying it as the main entrance. Signage, both for the college and directional wayfinding should be provided throughout the facility.

Depending on the funding available, major exterior improvements could be provided. Along the west façade, a projecting addition could be constructed to act as the main entrance to the building. The existing masonry could be covered in corrugated metal panel to provide a contiguous, industrial look to the exterior. The metal panel would be continued as an enclosure around the existing stair on the east side of the building. It is recommended that all the windows in the building be replaced to help with thermal efficiency.

BUILDING ROOF

The building has a single-ply membrane roof over the main floor and a built-up roof over the north addition. The main roof seems to be in very good condition, having been replaced in the recent past. The roof over the addition appears to be original and in poor condition; it needs replaced along with the base flashing and metal coping.

INTERIOR

In the most recent renovation a group of offices and storage space off to the side in the main work bay were demolished to remedy several life safety deficiencies. These offices need to be rebuilt to provide the college with faculty and staff offices.



Workbay Interior

Locker room facilities for both men and women were built on the first floor of the addition accessed directly from the diesel shop and seem to be in adequate and usable condition but do not meet ADA requirements for accessibility. An ADA compliant restroom was added adjacent to the classroom on the 1st level. The locker rooms should be renovated to provide ADA-compliant facilities for both men and women, including showers for each if offered. On the first floor, this would mean a complete renovation to each locker room, with the size of the men's locker room being downsized significantly from what is currently provided. This vacated area could be renovated into additional classroom space off the work bay.

Currently, no accessible access or facilities are provided to the second floor offices and classrooms. An elevator should be constructed to provide accessible access to the second floor. ADA-compliant facilities

should be provided for both men and women on the second floor. Along with these improvements, the ceilings and lighting should be removed and replaced.

MECHANICAL

The work bay was served by four steam unit heaters and steam fin tube heaters under the front windows. There was also a steam ventilation make-up air unit located in the front end wall. The steam heaters have been eliminated. The heating and cooling system was updated with gas units and a rooftop air conditioning unit. The office and locker room addition has a 10-ton 3,500 cfm, indoor self-contained, cycle water cooled, steam heat unit in a 2nd floor mechanical closet and a steam make-up air unit servicing the locker room also located in the mechanical closet. The air conditioning unit serves offices and classrooms for both upper and lower levels. There is also a steam cabinet heater in the front stairwell and a steam ceiling cabinet heater in the locker room.

Exhaust ventilation is supplied by two high volume 54" slow rpm wall propeller fans, one on each end wall and three rooftop propeller fans. The recessed office area is served by a 1998 Trane 4-ton rooftop air conditioner. There is an exhaust rooftop utility set connected to indoor flex duct with a snorkel end used for past machine tool exhaust. This utility set appears to have been added to a previous rooftop propeller fan curb. There are five ceiling mounted propeller fans for moving air for comfort purposes. There are two exhaust fans, one for toilet exhaust and one for locker room exhaust.

In June of 2012, the steam plant for the Tech Park went off-line. This change necessitated significant modifications to the buildings mechanical systems.

ELECTRICAL

The existing lighting for the Annex is comprised of a few basic types of light sources such as high intensity discharge (HID), linear fluorescent and incandescent lamps. The current lighting layout within the facility appears adequate for basic tasks. A higher lighting level may be required in areas where more complex tasks are performed. Modifications are dependent on the area being served.

The existing linear fluorescent fixtures located in the facility contain T12 lamps with magnetic ballasts and should be replaced with either T8 or T5 energy efficient lamps with electronic ballasts. The latest Department of Energy (DOE) Ballast Ruling states that ballast manufactures are no longer allowed to produce 2-lamp F40T12 magnetic replacement ballasts, making future repairs very difficult.

The HID fixtures located in the work bay may be replaced, or supplemented, with linear fluorescent fixtures in order to obtain the

necessary lighting levels for a desired task. These fixtures are designed specifically for high-to-medium bay applications and feature instant on, stepped dimming and hot re-strike which typical HID fixtures do not offer. In 2012, the work bay area was fitted with a few suspended linear fluorescent fixtures equipped with emergency battery ballasts to provide emergency egress lighting in case of an electrical outage or manual shutdown. Several additional electrical improvements were completed in 2015-16 including new panel distribution boxes.

The service machine room is furnished with industrial-style high wattage incandescent fixtures. Although providing adequate lighting in the space, incandescent lamps waste energy and have the shortest life expectancy of all the sources. It is recommended the incandescent fixtures be removed and replaced with a more practical lamp source and fixture type such as an industrial high bay fluorescent.

During the 2012 renovation, additional egress lighting and safety markings were located throughout the facility to safely direct the occupants out of the building in case of an emergency. Exit signs with LED markings were located at each exit door and positioned in areas required to mark the path of egress.

The electrical service for the Annex consists of both medium and low voltage gear located in the service machine room rated at 2.4kV and 480V respectively. There are two service entrances at 2.4kV and two entrances at 480V providing a total of 4 service feeders. All four electric services generate from Substation 52, located on the west side of the Industrial Technology Center directly across from the parking lot.

The two 480V service conductors generated from Substation 52, switch '3B' and '3C', circuits 'F1' and 'F2' respectively are routed to a large junction box located in the service machine room. Service conductors from circuit 'F2' feed panel 'DP-704-F2' and circuit 'F1' feeds motor control center 'MCC-704'. Circuit 'F1' originally fed the old boiler house which was demolished years ago.

Panel 'DP-704-F2' is the primary distribution panel that feeds the work bay. This panel provides 480V power to the north and south bus ducts located within the work bay area and is also responsible for powering the Diesel and Welding Shops. This panel is rated 600A which is quite small for such a facility and will require a future upgrade once the load increases. There is ample capacity on both north and south bus ducts to provide future power needs for the new curriculum in the work bay area, limited only by the demand on panel 'DP-704-F2'.

One of the 2.4kV medium voltage service conductors from Substation 52, switch 2, circuit 'L-1', feeds an existing Westinghouse panel responsible for powering lighting panels 'LP-A', 'LP-B', 'LP-C' and 'LP-AA' via 2400V primary to 240/120 secondary step down transformers. It appears the

2400V primary for feeding these panels via step down transformers is unnecessary and may be removed. The 240/120V lighting panels could be fed from a 480V primary source instead of 2400 medium voltage which would lessen any safety concerns. Further investigation needs to be performed to determine if the 2400V service feeder could be eliminated.

The second 2.4kV medium voltage service conductor from Substation 52, switch 3A is dedicated to motor controller 'MC-2' which feeds the 400hp air compressor and the 250hp cycle water pump utilized by the entire site. An additional 2.4kV redundant source generated from Substation 51, switch '5A' is provided to an adjacent controller 'MC-1' for the purpose of enhanced reliability.

Since there are multiple electrical services within Annex, a written procedure should be implemented to ensure disconnection of all electrical power can be accomplished using safe switching procedures by qualified site personnel. In addition to written shutdown procedures, permanent plaques shall be installed at each service location to indicate where the other service disconnects are located. Although not required for large capacity multi-building industrial installations under single management, identification plaques ensure all personnel are properly informed of the service locations. If plaques are installed, they should be of sufficient durability to withstand the ambient environment.

The existing fire alarm control panel is located on the north wall of the computer classroom and is currently maintained by SimplexGrinnell of Charleston. The fire alarm control panel is a Simplex 4120 conventional panel manufactured in the mid to late 1990's and is becoming obsolete. An inspection was conducted by SimplexGrinnell in May 2011 and indicated that the control panel, batteries, pull stations and tamper switches passed inspection, but some of the speakers failed to operate under alarm conditions.

During the 2012 renovation, the existing fire alarm system was modified and retested and currently meets local codes and complies with ADA regulations. Additional notification and detection devices were added to the fire alarm system and located throughout the facility in order to meet compliance.

At this time, the fire alarm control panel meets current codes, but the panel is still out dated and quickly becoming obsolete. It would be prudent to remove the existing control panel and replace with a modern addressable, networkable fire alarm controller during any future upgrades.

ENROLLMENT and DEMOGRAPHIC ASSESSMENT

Background

Although BridgeValley was only established in 2014, enrollment of the combined institutions has been tracked back to 2010. As with other community and technical colleges across the state, enrollment (both as headcount and fulltime equivalent) has dropped from 2010-2014:

Year	HC	FTE
2010	2915	1949
2011	2702	1794
2012	2651	1606
2013	2717	1690
2014	2344	1444
2015	2503	1471

Through legislation, BridgeValley’s primary service region includes the counties of Fayette, Kanawha, Putnam, Clay, Raleigh, and Nicholas. Overlapping district consortia boundaries extend BridgeValley into the Greenbrier, Mercer, Monroe, and Pocahontas (with New River CTC) counties. Because of unique programming, however, recent reports show that BridgeValley is serving students from 47 of the 55 counties in West Virginia.

BridgeValley draws the majority of its traditional students from the following high schools:

- Riverside High School
- South Charleston High School
- Valley High School
- Saint Albans High School
- Capital High School
- Nitro High School
- Herbert Hoover High School
- Sissonville High School
- Poca High School
- Clay County High School
- George Washington High School
- Winfield High School

Attendance rates from the high schools have remained relatively consistent since 2010. While high school graduation rates are declining in at least three of the six primary service region counties, BridgeValley’s attention to on-line, off-campus and unique programs continue to show increased participation from multiple regions of the state. The increased demand for a highly educated technical workforce, BridgeValley’s hallmark, will attract greater numbers, as well as the economic boost brought about by new attention to the region through the Bechtel Family

Summit High Adventure Park in Fayette County and the Advanced Technology Center in South Charleston.

Enrollment Goals

The 2015-2020 BridgeValley Community and Technical College Strategic Plan anticipates a 5% annual increase in headcount, and a 3% annual increase in FTE. If that goal is met, the total full-time equivalents (FTE's) will rise to approximately 1,700 FTE students.

Additional Growth Areas

On-line and off-site programming at additional approved locations, in all six counties within the service region, will continue to be growth areas for the college, creating the need for state-of-the-art distance learning facilities and support services. Additionally, expanded access to programs and courses between the Montgomery and South Charleston campuses are being enhanced by the installation of Telepresence Access Classrooms.

Impact on Facilities

The current campus development plan does not anticipate significant growth. The two proposed facilities, a Technical Lab and Classroom Building in both Montgomery and South Charleston are being proposed to replace inadequate facilities, and to provide flexible spaces for technology and workforce training.

One question that arose during the planning process was whether there would be an advantage to just building one new Technology Lab/Classroom Facility. The enrollment numbers and the state of current technical facilities indicate that the need for these facilities and programs in both Montgomery and South Charleston. Below please see the enrollment in these programs by year and by campus:

Fall 14	
Montgomery	328
South Charleston	139
Fall 15	
Montgomery	321
South Charleston	199

3



DEFERRED MAINTENANCE PROJECTS

Below is a comprehensive list of deferred maintenance projects at BridgeValley Community and Technical College for each campus by building or facility. The cost estimate supplied for each building includes overhead and profit for the general contractor plus a small contingency.

Montgomery Campus

Davis Hall \$900,000

- Replace Existing Electrical Switchgear
- Replace Existing Pad-Mounted Transformer
- Upgrade Electrical Distribution System
- Upgrade Elevator Lobbies, Cabs and Controls
- Replace Penthouse Metal Wall Panels
- Replace Penthouse Roof System
- Remove Remaining Hazardous Materials
- Clean and Repair Exterior Precast Panels
- Renovate Offices and Interior Painting
- Paint Stairways and Back Entrances
- Fill Moat, Remove Ramp, Create Entry Plaza

Westmoreland Hall (Future Demolition)* \$565,000

- Renovate Entrance and Restroom for ADA Compliance
- Replace Exterior Metal Wall Panels
- Replace Metal Roof System
- Repair and Replace Perimeter Drainage System
- Repair Mechanical System (HVAC)

Diesel Technology (Future Non-Renewal of Lease)* \$485,000

- Provide Occupancy Separation from Apartments Above
- Upgrade Locker Rooms and Restrooms for ADA Compliance
- Provide Central Exhaust System in Work Bay
- Provide Outside Air to Classrooms
- Install Backflow Preventer on Incoming Domestic Water
- Upgrade Existing Electrical Service
- Install New Lighting and Controls (Work Bay, Exiting, Egress)
- Provide Building-Wide Central Station for Fire Alarm System
- Relocate Existing Data Closets and Racks

South Charleston Campus

Annex (Building 704 - Future Non-Renewal of Lease)* \$1,130,000

- Improve Entry/Install Elevator
- Replace Interior Ceilings
- Replace Interior Lighting and Controls
- Renovate Existing Restrooms/Lockerrooms for ADA Compliance
- Replace Exterior Windows
- Replace Existing Roof Systems
- Replace Existing Metal Wall Panels

Main Hall (Building 2000) WVRTP

- Parking Area Lighting, Accessibility (to Main Entrance), Overall Campus Signage

* This work will only proceed if the proposed Technology Lab and Classroom Buildings are not constructed.



EXISTING BUILDING NEEDS

Below is a list of existing buildings and facilities at BridgeValley Community and Technical College in need of renovations, additions, demolition or any combination thereof. Please note that the work on Westmoreland Hall, the Diesel Technology Building, and the Annex should only proceed if the proposed Technology Lab and Classroom Buildings are not constructed. Once these new facilities are constructed, the buildings noted above will be demolished or vacated.

Montgomery Campus

Davis Hall.....Renovation
Montgomery Campus

- Electrical Improvements
- Remainder of Building Renovation

Westmoreland Hall..... Renovation / Future Demolition
Montgomery Campus

- Interior / Exterior Improvements
- Building Demolition

Diesel Technology Renovation / Future Vacate
Montgomery Campus

- Building Renovation and/or Demolition

South Charleston Campus

Building 2000 – 4th FloorRenovation
South Charleston Campus

- Lease and Renovate the 4th Floor of the South and West Wings
- Accessibility Improvements to Main Entry

Annex (Building 704) Renovation / Future Vacate
South Charleston Campus

- Interior / Exterior Improvements

MAJOR SITE IMPROVEMENTS

Circulation

The overall intent of the master plan is to create obvious and safe pedestrian and vehicular circulation and wayfinding on both campuses. Pedestrian circulation should take priority wherever possible. Vehicular circulation includes three levels of service; pass-through traffic, on-site traffic and service access. Bicycle lanes are not required for campuses of this size; however, bike racks should be provided at key locations near building entrances where appropriate.

The Montgomery Campus is currently situated in the existing city street grid just south of the downtown area. The proposed two-block area of the Montgomery campus is bound by a primary road, Second Avenue to the north; two secondary roads, South Monroe Street to the west and Fayette Pike to the south; and a tertiary road, South Madison Street to the east. Bisecting the site from east to west is a tertiary road, First Avenue, a city street proposed to eventually be abandoned and closed to pass-through vehicular traffic.

The master plan suggests a phasing plan that allows development around the existing First Avenue until it can be closed. Prior to a request for street closure to the City of Montgomery, BridgeValley must acquire all properties accessed by First Avenue. Once the city closes the street and abandons the right-of-way, BridgeValley will assume ownership with easements provided for public utilities.

An internal pedestrian circulation system is greatly enhanced with the closure of First Avenue. The introduction of open space provides outdoor gathering and study areas.

The South Charleston Campus is located in the WV Regional Technology Park in an area designated for redevelopment. The existing Annex and proposed expansion area are located along the southern edge of Science Park Drive, the only access road, on shallow lots. Due to the nature of the development and site constraints, the vast majority of the development will be utilized for buildings, parking and service areas. Site access is via existing drives off Science Park Drive into the parking/service areas.

Parking

The majority of required parking for the Montgomery Campus is currently absorbed in the surrounding city infrastructure of public parking. This strategy is appropriate in an urban setting and is critical to the success of the master plan. On-site parking is provided for some faculty and staff and all accessible parking requirements, with the construction of a new lot located in the southern portion of the campus.

A new parking lot adjacent to the proposed building will provide most of the required parking for the South Charleston Campus. Overflow parking will be shared with the Advanced Technology Center (Toyota Hall) located to the immediate north of the site across Science Park Drive. All accessible parking requirements will be met on-site.

The parking for Building 2000 is existing, but inadequate. Overall campus signage is lacking, and the parking area is poorly lit. Additionally, the signage indicating the location of accessible parking is insufficient, and additional accessible parking areas require development. Per BridgeValley's lease, it is anticipated that the West Virginia Regional Technology Park will provide these improvements.

Open Space and Landscape

The master plan for the Montgomery Campus proposes an open space/pedestrian zone in the center of the two-block campus by the closure of First Avenue. This area provides strong pedestrian linkages between the campus buildings, parking and off-site access while creating much needed outdoor gathering space. The center green serves as a multipurpose lawn for casual passive activities as well as planned events. Service access to the buildings utilizes pedestrian pavement thus deemphasizing the vehicular circulation patterns.

The entire two-block area is emphasized as the BridgeValley campus by consistent use of construction materials, street furniture, signage/wayfinding, and emphasis with hardscape elements such as pylons at each corner of the site.

Landscape materials will be placed to emphasize the form of the campus while enhancing buildings. Large deciduous trees provide shade during the warm growing season, and allow sunlight in the winter months. Hedge rows serves as living screens to unsightly areas. Pergolas support deciduous vines providing shade in the warm months and allowing sunlight in the winter. A minimalist approach to plant materials is suggested in anticipation of future limitations to the annual maintenance budget.

Although limited open space is provided in the South Charleston Campus master plan, pedestrian linkages between the buildings are emphasized because of the nature of the shared facilities. Landscape materials are placed to emphasize the form of the campus and pedestrian circulation while enhancing buildings. Large deciduous trees provide shade the warm growing season, and allow sunlight in the winter months. Hedge rows serves as living screens to unsightly areas. While the South Charleston Campus has the challenge of its facilities being located remotely within the larger WVRTP Campus, signage and landscaping can serve as the visual link.

INFRASTRUCTURE IMPROVEMENTS

Montgomery Campus

The City of Montgomery is responsible for sanitary and storm service. The City is in the process of separating storm and sanitary sewers. In the area of the BridgeValley Campus there are both sanitary and storm sewers available.

Sanitary Sewer Service is available to the site on Madison, Monroe, and Fayette Pike. These are main lines and have the capacity for sanitary flow for the future phases of development. Currently, there is also a sanitary line on First Avenue serving the adjacent houses. Davis Hall is served by the line on Monroe Street. The City recommends converting the sanitary line on First Avenue to a storm sewer once the existing houses served by this line are demolished.

Storm Sewer is currently available on Madison Street and Second Avenue. The line on Second Avenue belongs to the Department of Highways (DOH). The City recommends converting the sanitary line on First Avenue to a storm sewer once the existing structures served by this line are demolished. The conversion would involve terminating the existing connection to a sanitary manhole on Madison Street and extending the line to a storm manhole on Madison. BridgeValley could then tie into the storm on First Avenue and Madison Street. The DOH does not allow hard line connections to their storm systems.

Mountaineer Gas provides gas service to the City of Montgomery. Gas service was visible from First Avenue. The existing gas service lines in the area were not located.

Appalachian Power Company provides three-phase power that is available from Fayette Pike and Monroe Street. Communications are also available from this pole line. Overhead power and communication lines are also located along First Avenue. The lines along First Avenue are fed by the overhead lines along Monroe Street and terminate at the intersection of First Avenue and Madison Street. The First Avenue overhead lines could be removed with the demolition of the existing structures along First Avenue. Davis Hall is served by the First Avenue lines. This service would need to be rerouted from Monroe Street with an underground service to the existing service entrances.

West Virginia American Water is the water provider for the City of Montgomery. The water service appears to be adequate for the future development of the BridgeValley Campus. Three fire hydrants are located at street corners adjacent to the campus limits. Typically, if fire flow is available to existing buildings and fire hydrants, the water pressure and flow will be adequate to serve new development. The water company is working on providing the flow and pressure data for the water lines in the area.

South Charleston Campus

The South Charleston campus has adequate utilities to serve the proposed development. New service lines and taps will be required to extend to the main lines available near/adjacent to the site area. The service lines will involve crossing other underground utilities and excavation for the lines may encounter additional utilities that could not be identified by mapping or observation.

The City of South Charleston provides sanitary service to the site. Sanitary Sewer Service is available along Science Park Drive. There is a 6" line dedicated to sanitary sewer. For the anticipated sanitary flow, the 6" line is adequate.

Storm drainage is available along Science Park Drive and in the proposed parking area through existing combined sewer lines. The 12" line on Science Park Drive and the 10" line in the proposed parking area should be adequate for the site storm drainage. The City of South Charleston may require on site stormwater detention to meter the flow to their system at the pre-construction run-off rate.

West Virginia American Water supplies water to the South Charleston campus. Along the driveway south of the building site there is an 8" water line. The water line is tied into an existing booster pump station. Flow data was not available at the time of this report; however, fire hydrants are provided around the site indicating adequate pressure and flow to serve the site.

Natural gas is existing on the site through an aboveground network located on the pipe rack south of the site. A 6" tap in available to the site. Presently Cabot Oil and Gas provides gas service to the entire facility. (Mountaineer Gas has provided a proposal to take over the service.) This supply is adequate to provide service to the site area.

Power and communications are available to the site and are adequate to provide service. These services would be required to be extended to the site.

PROPERTY ACQUISITION BOUNDARIES

One of the key objectives in implementing the BridgeValley Master Plan is the acquisition of property for expansion of their South Charleston and Montgomery campuses. In Phase 1 of the overall Master Plan, the property at the South Charleston Campus will need to be acquired or leased. In Phases 2 and 3, property will need to be acquired in Montgomery to implement the Campus Development Plan.

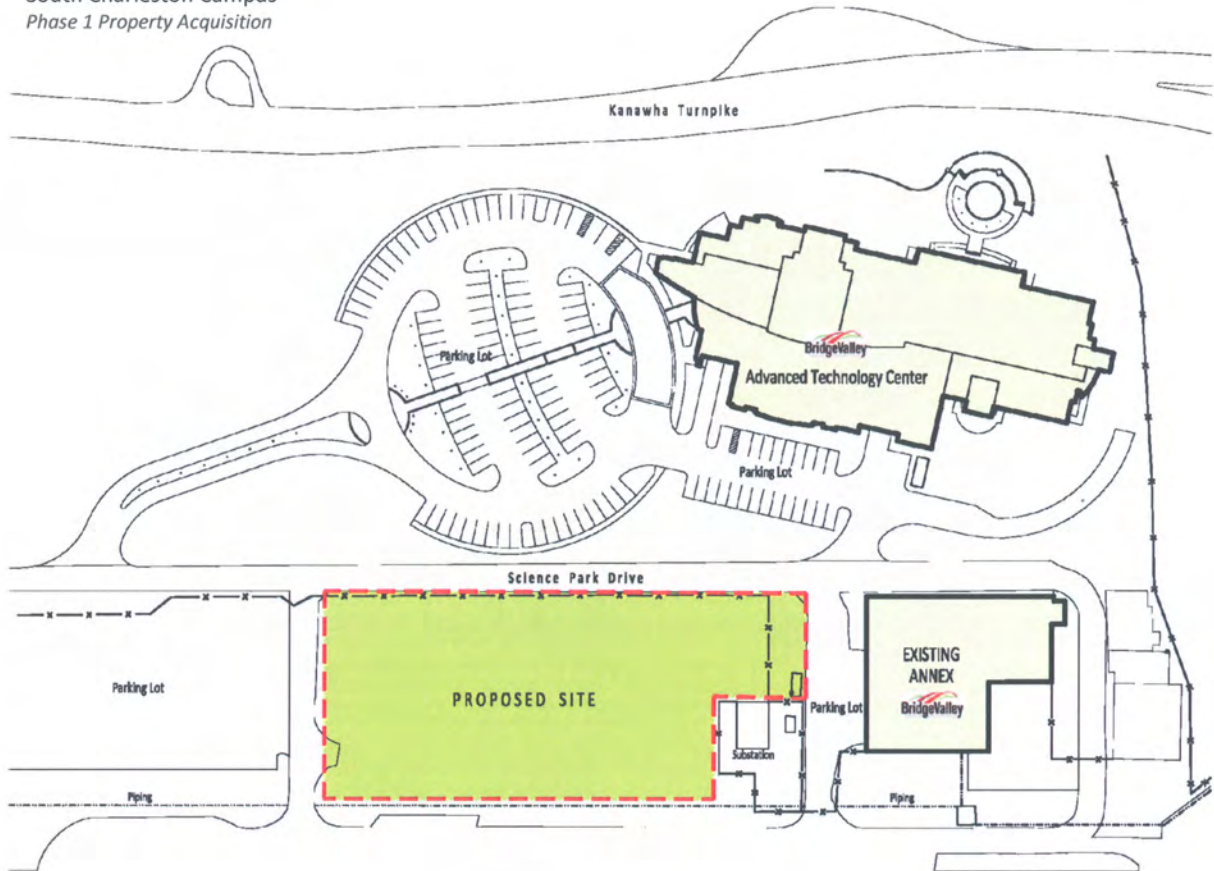
BridgeValley will need to acquire the approximately 1.4 acre site just to the west of Building 704 in South Charleston, which is currently owned by the West Virginia Regional Technology Park, prior to construction of the proposed Technology Lab and Classroom Building in Phase 1.

In Montgomery, the process will entail acquiring a series of small residential properties within a well-defined, two-block area surrounding Davis Hall. The area described will be defined by Fayette Pike to the south and Second Avenue to the north while to the east and west by South Madison Street and South Monroe Street respectively. Although over the past few years a small number of properties have been acquired, there are approximately 16 properties remaining in private ownership. Over the next decade, BridgeValley would prefer to acquire these properties needed for capital projects as they are listed or otherwise offered for sale.

For properties not offered for sale, property owners will be contacted by BridgeValley once they begin to actively acquire properties for a specific capital project. BridgeValley will negotiate in good faith in an effort to reach an agreement with the owners to buy the properties for fair compensation. If a property owner and BridgeValley cannot reach an agreement to purchase the property, as a last resort, BridgeValley may proceed with expropriation of the property, a process by which it can compel a property owner to sell a property.

In Phase 2, property will need to be acquired to construct the Technology Lab and Classroom Building, and in Phase 3 property will need to be acquired to complete the parking area on the south side of the campus.

South Charleston Campus
Phase 1 Property Acquisition



South Charleston Campus
Phase 1 Property Acquisition

Science Park Drive (No Specific Address)
West Virginia Regional Technology Park – South Charleston, WV

Montgomery Campus
Phase 2 Property Acquisition



Second Avenue

Montgomery Campus
Phase 2 Property Acquisition

607 Second Avenue
Linda Harshbarger & Douglas Ammar
D.B. FD27, Page 408

609 Second Avenue
Tabit Realty Company, Inc.
D.B. 618, Page 497

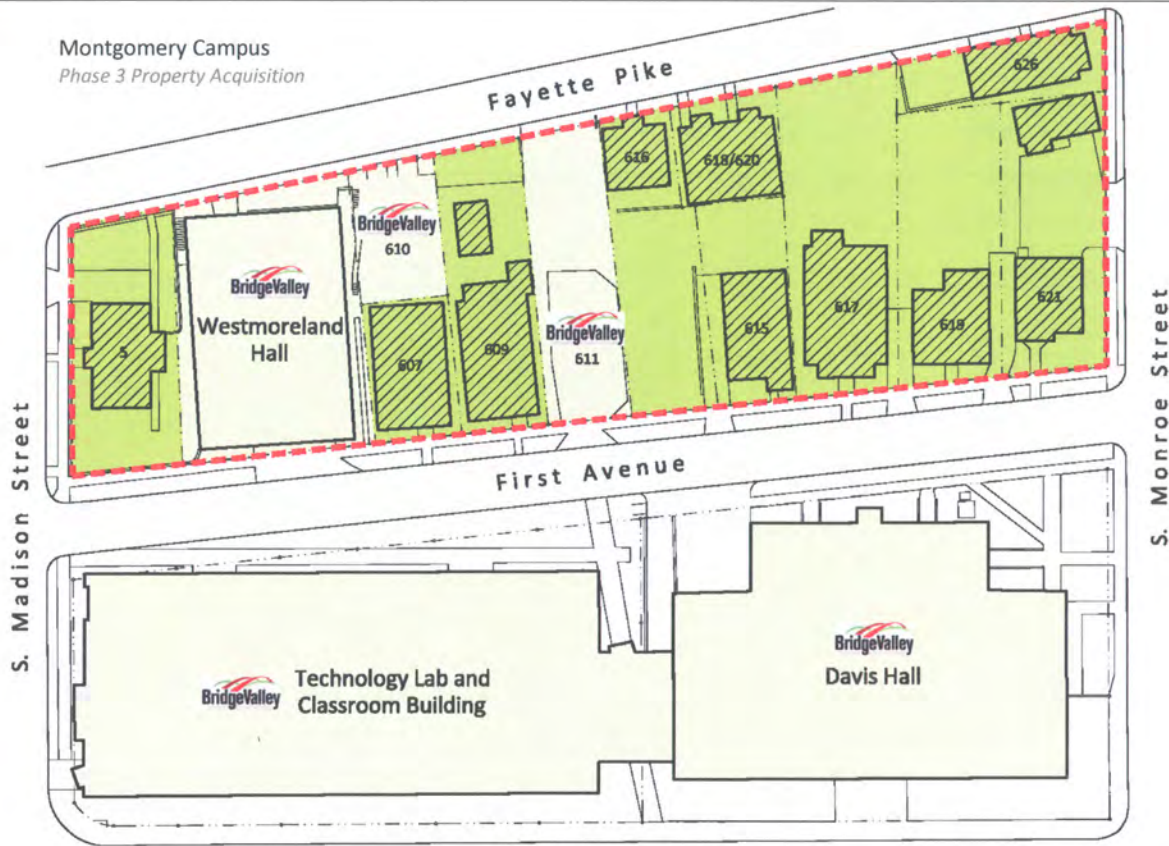
610 First Avenue
Casey Hammack
D.B. 624, Page 563

612 First Avenue
Mountaineer Estates, Inc.
D.B. 688, Page 319

614 First Avenue
James J., Bernice & James R. Deakins
D.B. 624, Page 497

Note: 608 First Avenue
Property Owned by BridgeValley Community and Technical College – Recently Demolished

Montgomery Campus
Phase 3 Property Acquisition



Second Avenue

Montgomery Campus
Phase 3 Property Acquisition

607 First Avenue <i>Muhammed N. & Ladonna J Naeem</i> D.B. 624, Page 403	609 First Avenue <i>Brian Christopher</i> D.B. 585, Page 619
5 South Madison Street <i>Earl Waytowich</i> D.B. 597, Page 350	615 First Avenue <i>Regina M. Morris</i> D.B. 699, Page 618
617 First Avenue <i>Jeanne Smith</i> D.B. 613, Page 371	619 First Avenue <i>James Parsons</i> D.B. 640, Page 517
621 First Avenue <i>Mountaineer Estates, Inc.</i> D.B. 699, Page 666	616 Fayette Pike <i>Frederick & Sandra Bonham</i> D.B. 584, Page 164
618/620 Fayette Pike <i>Frederick & Sandra Bonham</i> D.B. 582, Page 696	626 Fayette Pike <i>HKM Properties</i> D.B. 655, Page 482

Note: 611 First Avenue and 610 Fayette Pike (610 Recently Demolished)
Property Owned by BridgeValley Community and Technical College

NEW FACILITIES and BUILDING SITES

Technology Lab and Classroom Building

<i>Campus:</i>	<i>South Charleston</i>
<i>Phase:</i>	<i>Phase 1</i>
<i>Construction Cost:</i>	<i>\$7,500,000</i>

BridgeValley plans to construct a two-story, 24,300 gross square foot Technology Lab and Classroom Building at the West Virginia Regional Tech Park in South Charleston, WV. This building will be located across from the Toyota Hall parking area, and is intended to replace the Annex (Building 704). The building will provide space for technology labs, classrooms, and faculty offices. Included in the cost of construction is the removal of the foundations and utilities of Building 720 that previously occupied the proposed site.

The building will be constructed on the west side of the Annex. The building will be constructed with a combination of masonry and aluminum composite metal panels which will relate to the existing buildings on campus and the proposed new Technology Lab and Classroom Building in Montgomery (which will have a similar program). Parking and building service will be located behind the structure. The two-story entrance lobby will be accessible from both sides, allowing ease of pedestrian circulation from Toyota Hall (Advanced Technology Center) and the parking area.

The new facility will allow the engineering and technology disciplines to offer new and existing curriculum in a facility that is designed to support the curriculum. State-of-the-art space in the building will include classrooms, laboratories and offices for the following disciplines: Advanced Welding, Advanced Manufacturing, Diesel Technology, Civil Engineering Technology, and will be flexible to accommodate other technology and workforce training programs. Optimum flexibility is a key feature of this new building.

One consideration made during the master planning process was the ability for the Annex (previously Building 704) to be expanded to accommodate this function. The Annex contains a total of 23,465 SF. While the two story office portion and shop space are currently utilized by BridgeValley CTC, 5,000 SF of space remains densely packed with industrial equipment including the site infrastructure for compressed air, process cooling water, as well as critical site electrical equipment. Even if all of this equipment is decommissioned, it would be a significant expense to renovate this space into functional technology labs. Other building deficiencies include:

- Lack of Elevator to Make Upper Level Accessible
- Lack of Defined Entry (Not Critical for Previous Maintenance Use)
- Excessive Decommissioning/Demolition Expenses
- Location (Inadequate Access, Visibility, Parking)

Technology Lab and Classroom Building

<i>Campus:</i>	<i>Montgomery</i>
<i>Phase:</i>	<i>Phase 2</i>
<i>Construction Cost:</i>	<i>\$7,500,000</i>

BridgeValley plans to construct a two-story, 24,300 gross square foot Technology Lab and Classroom Building adjacent to Davis Hall in Montgomery, WV. This building will be similar in both size and program to the facility in South Charleston. In both locations the current facilities are inadequate to address the student and curriculum needs, and were not built to accommodate the programs that they currently house. The facility in Montgomery will replace both Westmoreland Hall and the Diesel Technology Building, while also providing space for welding, advanced manufacturing, printing, and other technology related programs.

The objective identified during the current planning process is to simplify the plan, and to reduce the overall facilities in Montgomery from four to two – Davis Hall and a Technology Lab and Classroom Building. The proposed development will be focused along Second Avenue (Rt. 61), easing the required property acquisition burden required to move the plan forward.

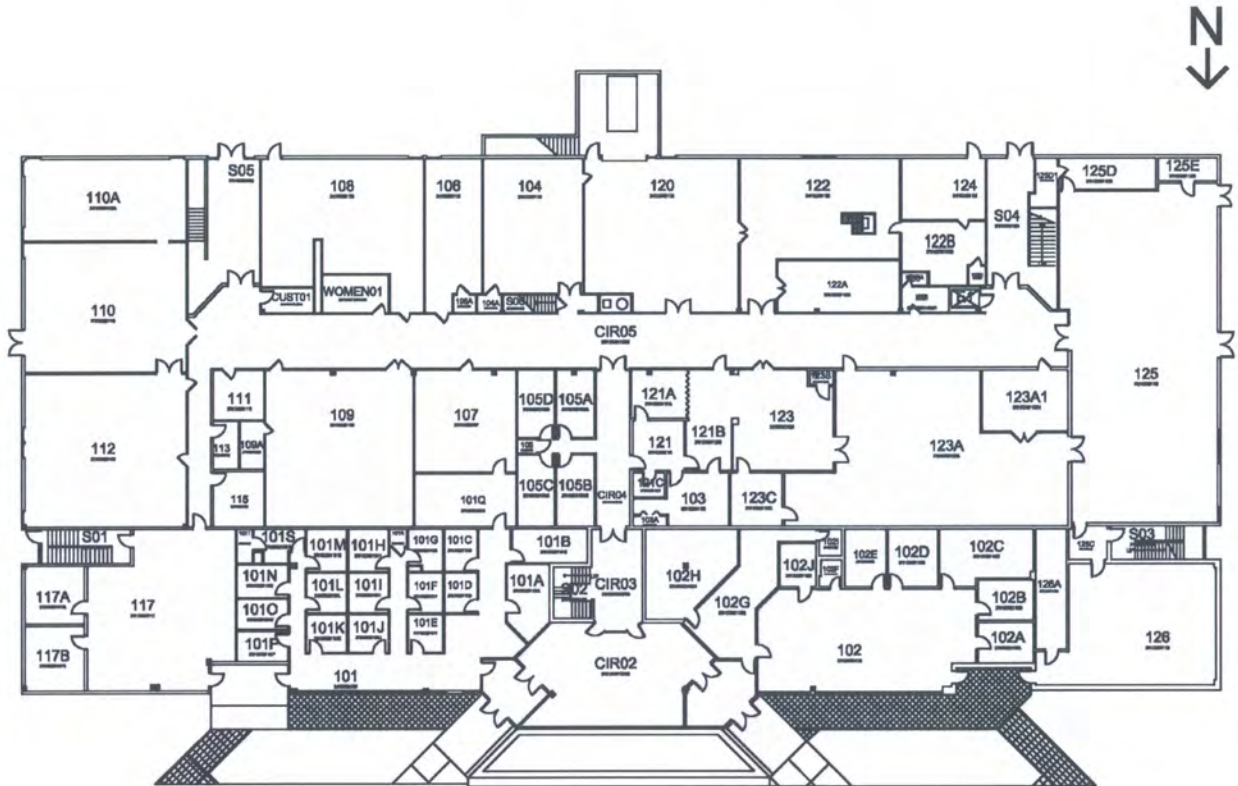
Several questions were raised during the planning process, which were considered in developing the recommendation for these two facilities. The first was the need for facilities in both locations, which was addressed by a review of the enrollment in the technology programs. Currently the enrollment in technology programs is heavier in Montgomery, but there is a significant need for technical labs and classroom in both locations. The second was the opportunity to utilize the existing WVU Tech Engineering Lab.

The Engineering Lab at WVU Tech was built in two phases. The date of construction of the first phase is unknown, but is assumed to be approximately 1940, and contains 49,984 SF (excluding a small basement mechanical space). This portion of the building is heated only, and (except for a few limited areas) is not air conditioned. The second portion of the building was constructed between 1982 and 1984, and was designed by local architect Clint Bryant. This addition contains 30,672 SF for a total building area of 80,656 SF. Although several improvements have been made in recent years (primarily to the mechanical system), the buildings are in need of a significant renovation. Noted deficiencies include:

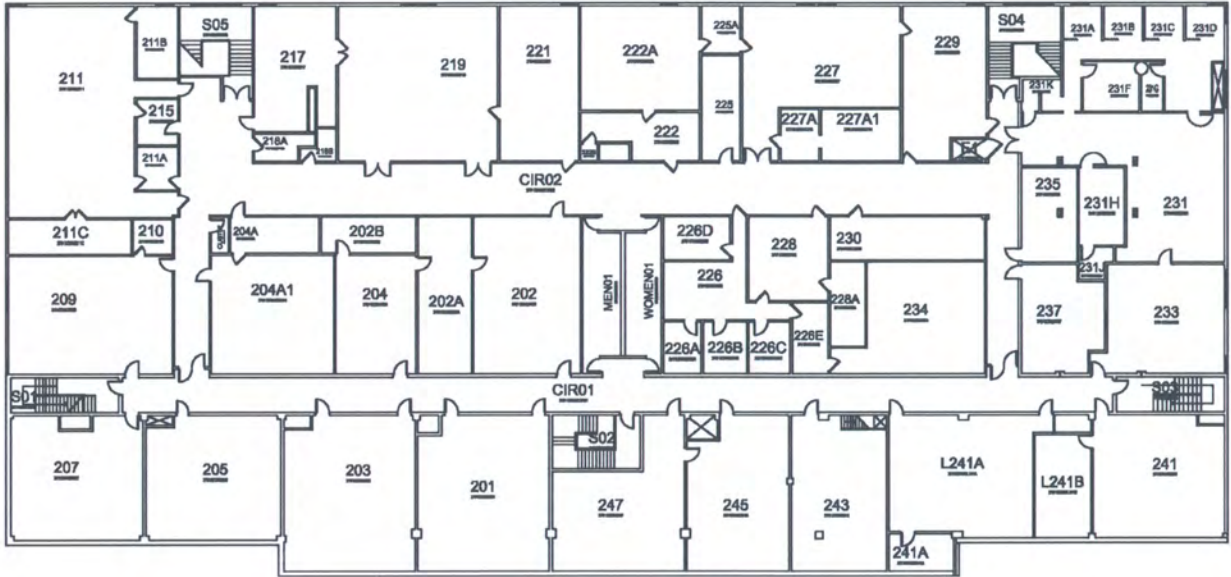
- Roof Replacement is Required (w/New Insulation)
- HVAC Controls Need Replaced
- A Passenger Elevator Needs to Be Added within the Building (i.e. the Building is Currently not Accessible)
- Masonry Cracking is Occurring in the Corridor of the Original Building – Requires Monitoring

- Storefront Systems Need Replaced
- Skylights Need Removed or Replaced (Water Damage)
- Cooling is Needed for the Original Building, which will Likely Require an Upgrade to the Electrical Service
- Improvements Need to be Made Where the Addition meets the Original Building – Leaking Occurring (Add Expansion Joint)
- Add a Backflow Preventer to the Domestic Water Service
- Corridor Wall Penetrations Need Fire Caulked (per State Fire Marshal)
- Interior Finishes Need Upgraded
- There are no windows (or any access to natural light) in the classroom spaces. New windows would be required.

Based upon historical cost data for similar renovation projects, this effort is likely to cost \$150/SF – or \$12M for the entire facility. This is significantly more than the cost to build an appropriately sized facility adjacent to Davis Hall, and would saddle BridgeValley with excessive operations and maintenance cost.

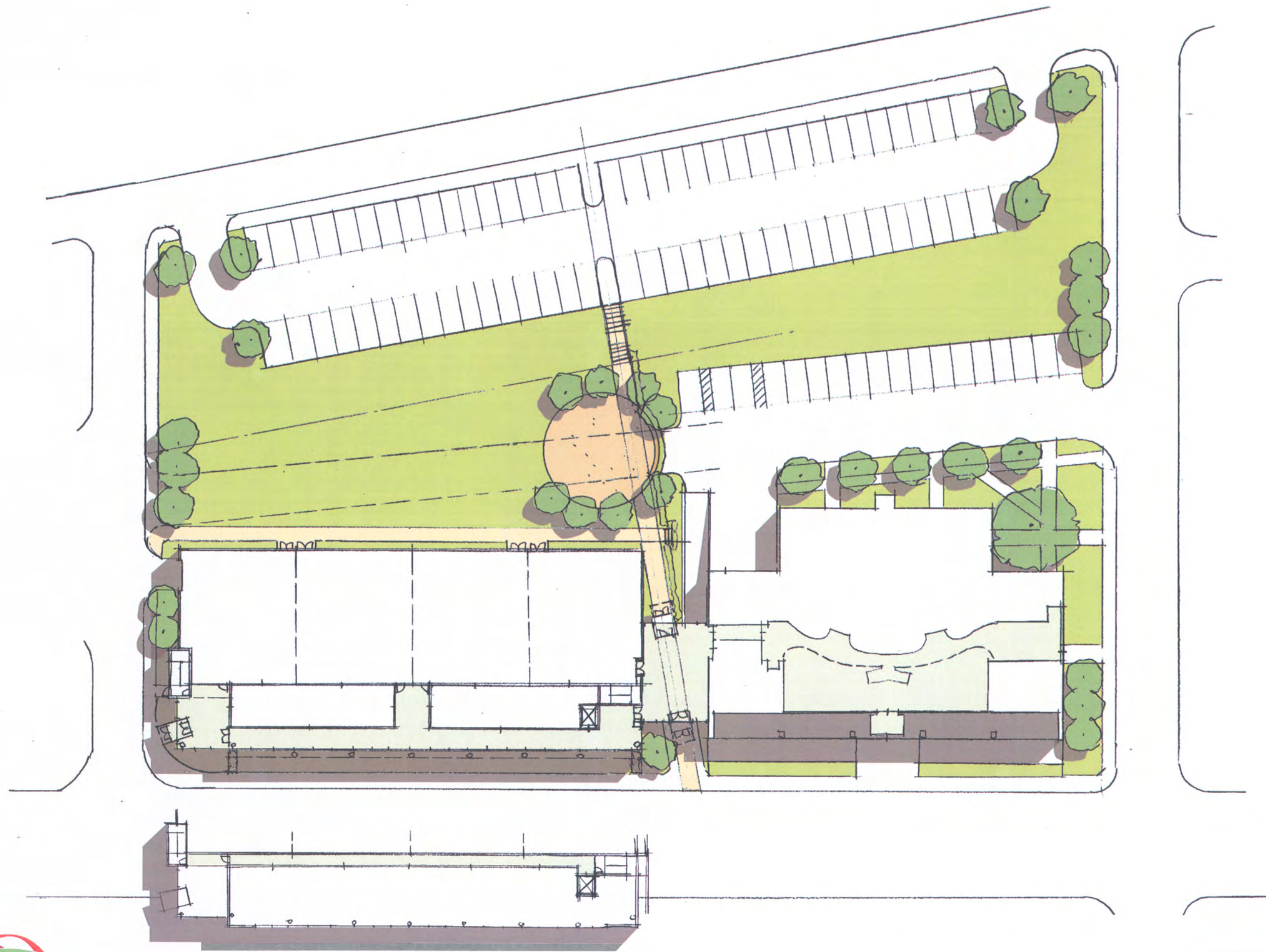


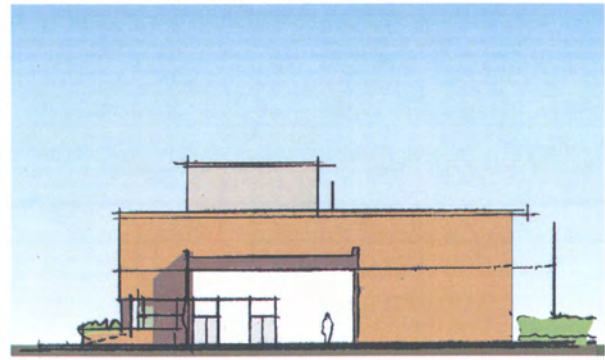
Engineering Lab Building First Floor Plan



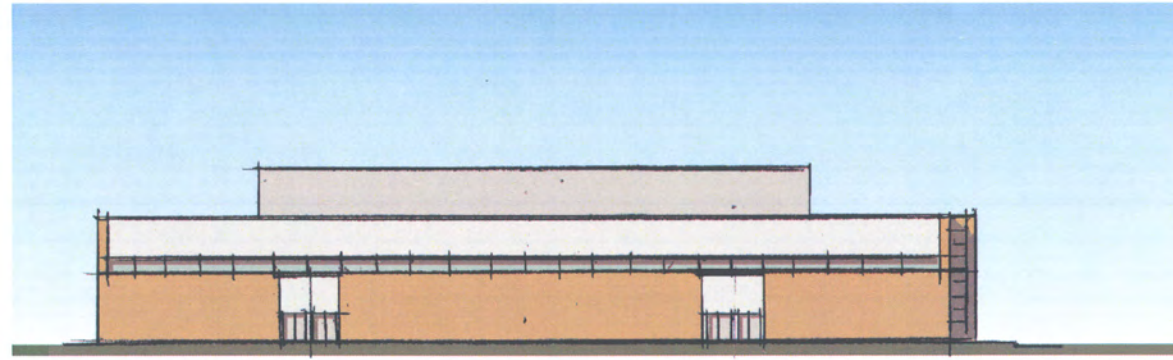
Engineering Lab Building Second Floor Plan

Please note that the proposed budget for the facilities excludes furniture, fixture, and equipment (FFE) costs, which can vary significantly based upon the academic programs included in the final design.

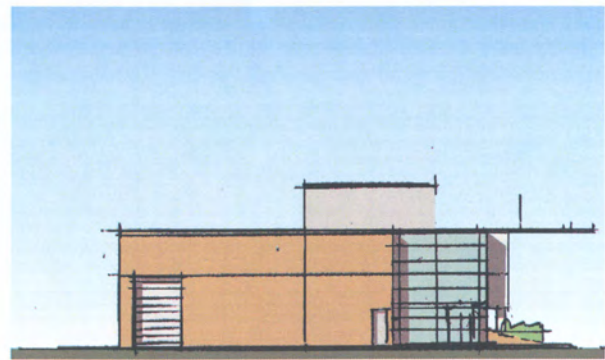




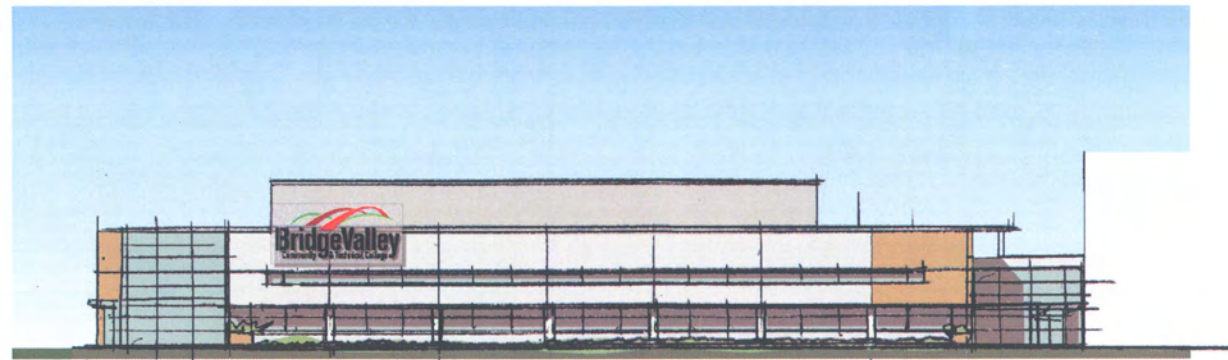
West Elevation / Section



South Elevation



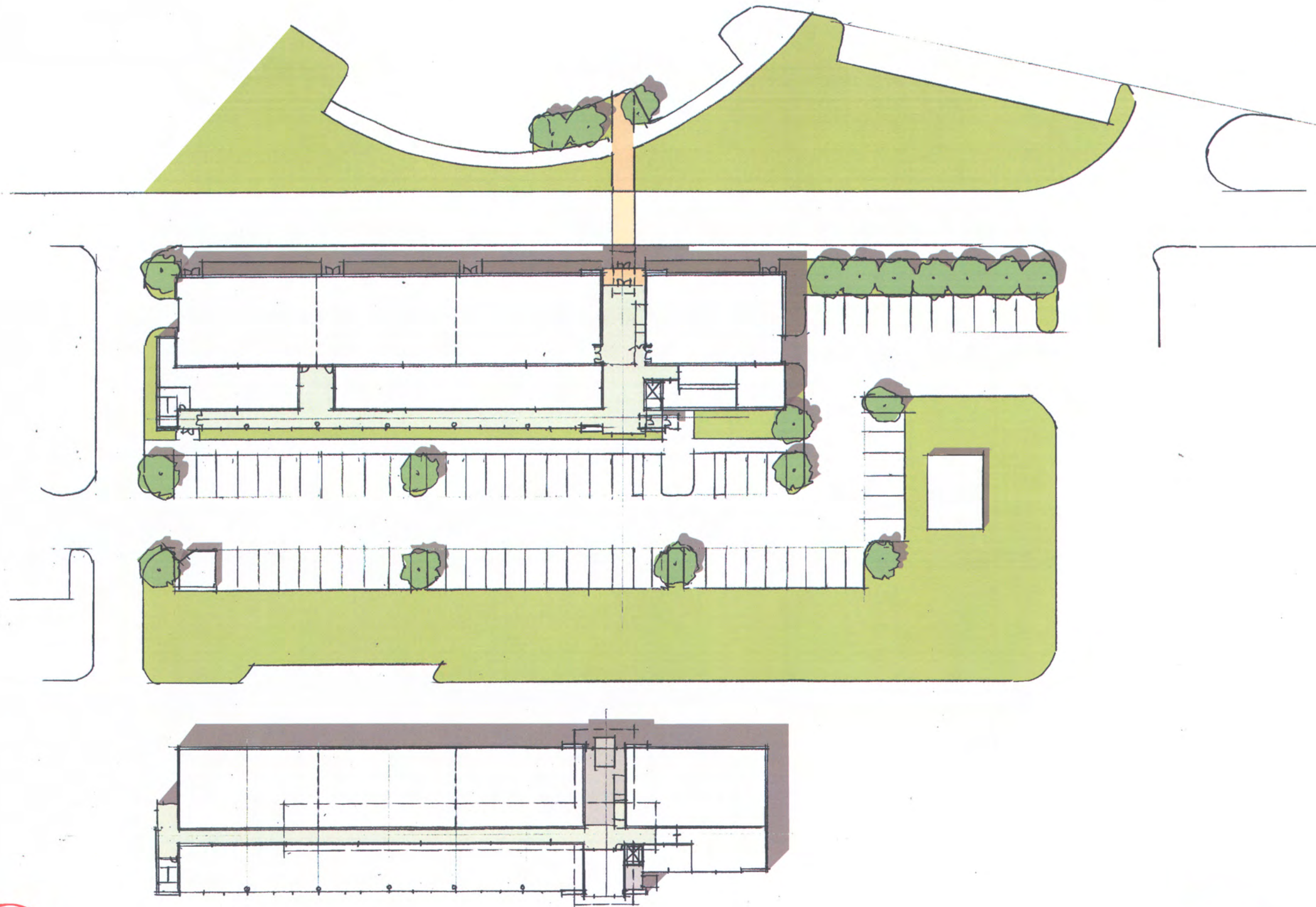
East Elevation

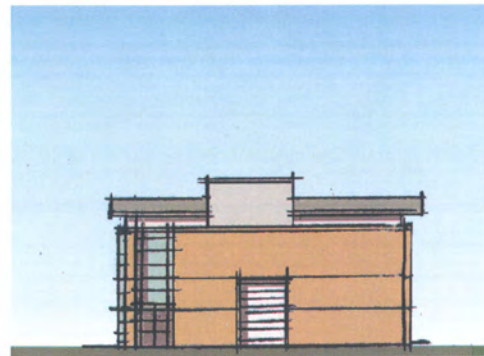


North Elevation



Building Section

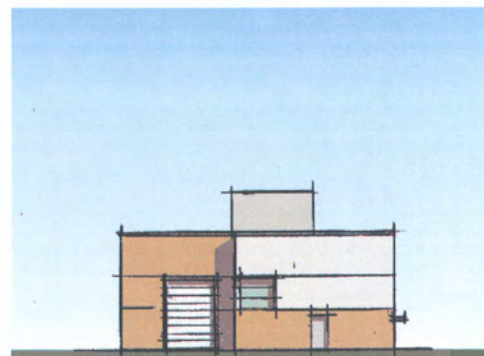




East Elevation



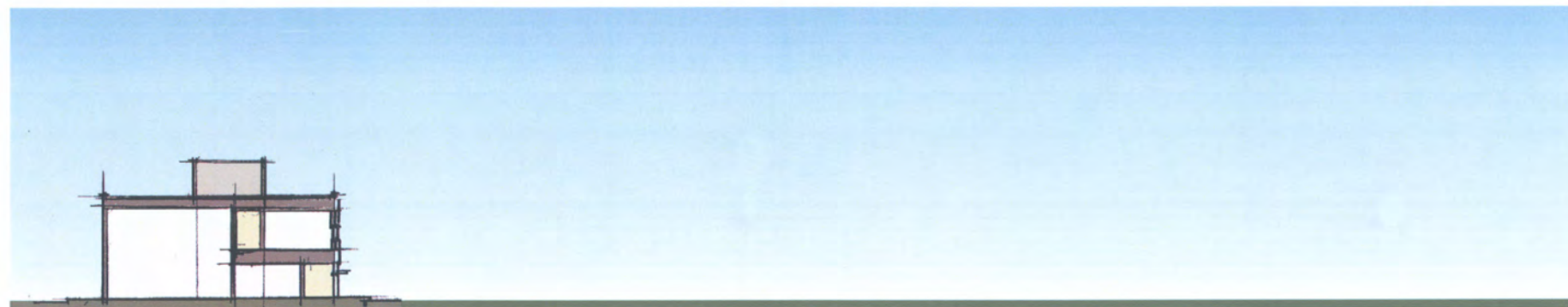
North Elevation



West Elevation



South Elevation



Building Section

LIST of CAPITAL PROJECTS

BridgeValley has identified the following list of capital improvements and new projects necessary to enable continued growth and success of the college. These projects represent the immediate, near term (5 years) and long term (10 years) needs and are listed in order of priority. Please refer to Section 10 for timing estimates and projected costs associated with individual projects.

1. **Main Hall (Building 2000) - 4th Floor Expansion**
South Charleston Campus
 - Renovate the 4th Floor into Classrooms and Lab Space

2. **Technology Lab and Classroom Building**
South Charleston Campus
 - Acquire Property
 - Remove Existing Building 720 Foundations
 - Construct New 22,300 SF Technology Lab and Classroom Building
 - Improve Exterior Site, Paving and Utilities
 - Vacate Annex (Building 704)

3. **Campus Signage and Lighting Improvements**
South Charleston Campus – WVRTP Responsibility
 - Campus Signage
 - Building 2000 Parking Lot Lighting
 - WVRTP Responsibility

4. **Davis Hall Improvements**
Montgomery Campus
 - Replace Existing Electrical Switchgear
 - Replace Existing Pad-Mounted Transformer
 - Upgrade Electrical Distribution System
 - Upgrade Data Distribution System
 - Construct Exterior Entrance (Remove Moat)
 - Upgrade Elevator Cabs and Controls
 - Upgrade Roof and Roof Penthouse
 - Complete Interior Improvements (Paint Stairs)

5. **Technology Lab and Classroom Building**
Montgomery Campus
 - Acquire Property, Demolish Residential Buildings
 - Construct New 22,300 SF Technology Lab and Classroom Building
 - Demolish Westmoreland Hall

6. **Site/Parking Improvements**
Montgomery Campus
 - Acquire Property/Demolish Residential Buildings
 - Construct New Parking Area
 - Construct Campus Green Space, Exterior Gathering Space

TIMING, PHASING and PROJECTED COSTS

In order for the Master Plan to be appropriately implemented and funded over time, timing estimates with associated costs were identified. These estimates provide a sequence of construction, allowing capital projects to be built to accommodate the ongoing needs of BridgeValley Community and Technical College. The planned projects have been identified starting with immediate needs and include proposed construction through 2025. The estimated scheduling for capital projects assume that funding strategies will begin in 2016. The estimated scheduling also assumes that the Master Plan will be implemented in multiple steps to allow for ongoing operations and reduced interruption activities on both the Montgomery and South Charleston campuses. The project sequencing reflects the findings of the enrollment and space projections. Identified below are the list of capital projects in order of priority and their associated order of magnitude costs.

Phase 1: 2016-2017	Cost Estimate
1. Main Hall (Building 2000) – 4 th Floor Renovation	\$2,000,000
2. Technology Lab and Classroom Building (S. Chas.)	\$7,500,000
3. Signage/Parking Lot Lighting Improvements (S. Chas.)	WVRTP
Phase 2: 2018-2021	
4. Davis Hall Improvements (Montgomery)	\$900,000
5. Technology Lab and Classroom Building (Montgomery)	\$7,500,000
Phase 3: 2022-2025	
6. Site/Parking Improvements (Montgomery)	\$1,500,000

CAMPUS INTERACTION and SUPPORT

The physical location of the Montgomery and South Charleston campuses provide accessibility to BridgeValley's programs for the majority of residents of the district consortia boundaries described in Section 2.

The Montgomery and South Charleston campuses will complement each other through the use of shared faculty, staff, and distance-learning/technology capabilities. Most faculty in the technical fields alternate teaching at both locations based on course schedules, demand, and course delivery methods. Student support staff travel or use technology between campuses so that services available at the main campus are also available at South Charleston. Use of WebX, video-conferencing, on-line courses, an on-line library, and other information technology tools provide efficiencies and coordination for courses, services, and meetings.

Facilities at all locations, when built or renovated, will incorporate the signature BridgeValley reds and greens in some aspect of the design or renovation in addition to use of the BridgeValley logo and branding. Signage, consistent at all campus locations and leased facilities, will present a uniform appearance as presented in the campus signage plan.

The proposed Montgomery Campus facilities, as described in Section 8, will reflect architecture and design compatible with Davis Hall, the headquarters building. South Charleston facilities will be renovated and/or built to blend in to the architecture and design of other buildings at the West Virginia Regional Technology Park and the South Central West Virginia Advanced Technology Center (Toyota Hall). Additionally, the proposed design for the Technology Lab and Classroom Buildings proposed at both campuses, although not duplicated, were designed to be visually similar and to serve as a link between the campuses.

 IMPACT on LOCAL COMMUNITY

With the implementation of the Master Plan, both the Montgomery and South Charleston communities will derive positive benefits.

Input was afforded local and regional government entities and the public through membership on the respective Master Plan Committees for each campus. Open meetings were held, publications outlined plans, and public speaking events were used to communicate the vision to multiple constituencies.

The “community college quad” or “greenspace” concept in Montgomery will provide a distinct area within the existing campus that currently has two campus buildings (Davis Hall and Westmoreland Hall) located among multiple single-family housing units. This mixture of properties inhibits not only the “look” of the campus but also the functionality for residential occupants. Parking for the residents has been a constant problem, and several homes are rentals that are often vacant. With the purchase of these homes, the owners will benefit, as the location and market makes it difficult to sell or rent these properties; the city will avoid having to dispose of some dilapidated buildings and have a more attractive area to market; and the college will create a campus atmosphere currently lacking.

As part of the West Virginia Regional Technology Park, the South Charleston campus master plan implementation will bring multiple benefits to the area. As the Park is promoted to attract businesses to the region, the availability of a highly skilled technical workforce is critical. BridgeValley’s presence (and growth) at the Park will provide opportunities for park tenants and regional manufacturers, energy companies, industrial leaders, and businesses to establish customized workforce training and/or creation of specialized academic programs to start-up or retrain employees. Working in conjunction with the South Central West Virginia Advanced Technology Center, BridgeValley facilities and personnel will complement offerings with engineering, healthcare, and applied technology courses and programs. Upon entrance to the Park, the further development of the Science Park Drive will signal the presence and availability of quality technical education and training for regional employers in this “technical education quad.”

SUSTAINABILITY on CAPITAL PROJECTS



BridgeValley is a sustainability leader among other colleges in the state, not only because of its internal policies and creation of the Sustainability Institute, but also through its commitment to the American College & University President's Climate Challenge (ACUPCC). Long-term climate neutrality is the ultimate goal set by the challenge, but in the near-term and as it relates to this Master Plan, BridgeValley has agreed to:

1. Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's (USGBC) LEED Silver standard or equivalent.
2. Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at the institution.
3. Begin purchasing or producing at least 15% of the institution's electricity consumption from renewable sources.

Applying sustainability principles to the capital projects will have the greatest positive impact on climate and the environment. Specifically, project teams for each capital project should:



1. Follow LEED Green Building Design & Construction rating system (Silver certification requirements) for new projects and major renovations. Consider registering new buildings for LEED certification.
2. Follow LEED Construction Waste Management credit requirements for demolition projects. Consider deconstruction as a method for diverting materials from landfill.
3. Meet LEED Sustainable Sites Alternative Transportation credit requirements (as applicable) for all projects.
4. Use ASHRAE's Advanced Energy Design Guide for Small to Medium Office Buildings: Achieving 50% Energy Savings Toward a Net Zero Energy Building as basis-of-design for new buildings.
5. Research the feasibility of and attempt to incorporate on-site renewable energy systems, including geothermal, biomass, solar and wind to reduce energy consumption.
6. Consider commissioning or retro-commissioning building systems, including the envelope, even if not achieving LEED certification.
7. Establish appropriate sustainable design and construction goals for all future building projects.

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

Item: **Approval of Proposed BOG Rule B-21,
Furloughs and Reduction in Employee
Workforce Policy**

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the proposed BOG Rule B-21, Furloughs and Reduction in Employee Workforce, for distribution to constituencies and posting for a 30-day comment with submission to the West Virginia Council at the conclusion of the period if no substantive comments are received.

STAFF MEMBER: Jo Harris

During a fall meeting with all community college presidents and the Chancellor of the West Virginia Community and Technical College system, CEOs were polled on whether its Board of Governors had an approved financial exigency policy as is common at most institutions of higher education. These policies are promulgated to ensure that objective criteria is followed if reductions in the labor force are required due to a severe reduction in operating revenues, whether through reductions in state appropriations or loss of tuition and fee revenue due to significant enrollment declines. Colleges who had such policies in place were asked to share them with sister institutions.

Attached is the rule presented for approval for BridgeValley. The first draft of the rule was presented to the Rules Committee in January; discussion was tabled to allow employees and Board members to have more time for review. Comments were received from Faculty Senate; the initial draft was modified to include a section regarding benefits.

**BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS**

POLICY B-21

FURLOUGHS AND REDUCTION IN EMPLOYEE WORKFORCE

Section 1. General

- 1.1. Scope – This rule establishes the process for enacting furloughs and reduction in employee workforce during a period where financial conditions necessitate a reduction in the institution’s labor budget at BridgeValley Community and Technical College (BridgeValley) set forth in West Virginia Code §18B-7-3.
- 1.2. Authority – WV Code §18B-7-3, West Virginia Council for Community and Technical College Education Rule Title 135, Series 8 *Personnel Administration* and Series 9, *Academic Freedom, Professional Responsibility, Promotion and Tenure*.
- 1.3. Effective Date –

Section 2. Policy

- 2.1. This policy shall apply to all regular full-time (.53 FTE and above) employees and positions, to include faculty, classified, and non-classified employees.
- 2.2. This policy is intended to apply *only* to full-time regular employees, i.e., those at .53 FTE and above. Employees at less than .53 FTE, i.e., part-time regular (“1039”) or temporary, adjunct, casual or project employees are not included in this policy, as they are considered “at-will” employees whose positions may be abolished if deemed necessary.
- 2.3. Whenever feasible, the President shall seek voluntary reductions in FTE and appointment length prior to implementing sections 5, 6 and 7 during a period where financial conditions necessitate a reduction in labor budget.

Section 3. Definitions of Employees (from Title 133, Series 8, 2.1)

- 3.1. **Full-Time Regular Employee (FTR):** Any employee in a classified position created to last a minimum of nine months of a twelve-month period and in which period such employee is expected to work no less than 1,040 hours during said period. The full-time equivalent (FTE) of such a position must be reported at no less than .53 FTE. Personnel who fail to meet the work threshold for designation as full-time classified personnel shall hold no seniority and will be considered “at-will” employees.
- 3.2. **Full-Time Faculty:** Employment as a faculty member for a full academic year (at least a nine-month contract basis) for at least six (6) semester credit hours teaching per semester or the equivalent in teaching, research, public service, and/or administrative

responsibilities. Faculty are not considered classified employees or subject to the classification program.

- 3.3. **Non-Classified Employee:** An employee, designated by the president, who is responsible for policy formation at the department or institutional level or reports directly to the president of the institution. Non-classified employees are not subject to the classification program but are eligible for benefits.
- 3.4. **Part-Time Regular Employee:** An employee in a position created to last less than 1,040 hours during a twelve-month period. An employee in a PTR position is not eligible for benefits, but is covered under the classification program.
- 3.5. **Temporary Employee:** An employee hired into a position expected to last fewer than nine months of a twelve-month period regardless of hours worked per week. A temporary employee is not eligible for benefits, but is covered by the classification program.
- 3.6. **Casual Employee:** Position created to meet specific operational needs at an institution for no more than 225 hours in a 12-month period. Individuals in a casual employee position are not eligible for benefits and are not covered by the classification program.
- 3.7. **Furlough:** A furlough is mandatory time off work for no pay for an employee or employees, a program typically implemented in lieu of reductions in force and the permanent loss of jobs and positions.
- 3.8. **Reduction in Force (RIF):** The termination of employees and/or positions due to lost funding or unmet revenues; or due to institutional or programmatic changes; or due to the reorganization of business operations. Reduction in force for classified employees shall be in accordance with West Virginia Code §18-B-7-3
- 3.9. **Seniority (for classified employees):** For purposes of reduction in force, “seniority” means uninterrupted service in the higher education system. Uninterrupted service means the continuous period of time that an employee is in payroll status—i.e., being paid for time worked regardless of when the payment occurs. Therefore, persons on unpaid leaves of absence (regardless of the reason) do not accrue seniority service for purposes of reduction in force. An employee hired at BridgeValley who previously worked at another institution under the jurisdiction of the Higher Education Policy Commission or Council for Community Council for Community and Technical College Education must have no break in service between the two institutions in order to have the previous institutional service counted toward seniority calculations for reduction in force purposes at BridgeValley.
 - 3.9.1. For regular employees, this excludes adjunct teaching experience and part-time temporary and/or casual work experience. Temporary and casual employees do not earn or carry seniority.

- 3.10. **Seniority (for faculty employees):** For regular faculty employees, seniority may apply in some circumstances, as detailed in Section 5 following.
- 3.11. **Seniority (for non-classified employees):** Seniority is not a mitigating factor or consideration for non-classified employees, who are considered “at-will” employees.
- 3.12. **Full-Time equivalency (FTE):** Full-time equivalency is the percentage of time for which a position is established; a 1.0 FTE is a position assigned to work 1950 hours per the twelve (12) months of the fiscal year.

Section 4. Furlough Policy

- 4.1. After the decision that a financial condition necessitating a reduction in the institution’s labor budget exists, the President shall have the authority to determine and implement a feasible furlough plan, which shall be applied to all regular employees equitably and in a manner appropriate to their FTE’s and employment type as described above in Section 3. Such a plan must be approved by the Board of Governors in a regular meeting or by another method of voting approved by the Board.
- 4.2. The furlough plan must be designed such that it minimizes the financial impact on employees.
- 4.3. Seniority is not a consideration in furloughing.

Section 5. Reduction in Force Policy - Faculty

- 5.1. It shall be the policy of the Board of Governors to undertake reductions in the workforce or personnel in a consistent and equitable manner. Following the decision that a financial condition necessitating a reduction in the institution’s labor budget exists, the President shall undertake program/curriculum reviews to consider pertinent program/curriculum or administrative information. The President may recommend to the Board of Governors the elimination or reduction of programs/curricula deemed appropriate, given financial and enrollment considerations, and in the best interest of the College in general. The primary consideration in any resulting decision to eliminate positions and to reassign or reduce the number of affected faculty positions and personnel will be the preservation of the quality and effectiveness of the College’s programs and overall mission.
- 5.2. **Basis for Elimination of Faculty Positions:** Recommendations by the President to the Board of Governors concerning the elimination of any faculty position because of a reduction-in-force resulting from a decision that a financial condition necessitating a reduction in the institution’s labor budget will be made on the basis of need within each discipline, as defined by the President after consultation with the Chief Academic Officer, the Deans, and department chairs.

5.2.1. **Elimination of Positions with Equal Rank in Same Discipline/Department:** In the event all other factors are considered to be equal and a choice must be made concerning the elimination of the position of one of two or more faculty members holding the same rank and teaching the same discipline, the faculty member with the greater seniority will be retained. Also, in the event of a conflict between rank and seniority, such as when an assistant professor has substantially more seniority than his or her equally qualified counterpart who is an associate professor, the department chair, dean and the chief academic officer will jointly review the annual evaluations of both faculty members for the previous three years, as well as any other relevant data, including but not limited to enrollment data, and make a recommendation to the President concerning which of the positions better serves the vital interests of the College.

5.2.2. **Order for Elimination of Faculty Positions:** Non-tenured term faculty members, within the discipline to be reduced, will be terminated prior to the termination of the employment of tenured faculty members. Employment terminations of faculty members will generally follow the order specified below unless there is an identified need to retain faculty members who are deemed to be of key importance to a particular program:

Non-Tenured Term Faculty:

1. Adjunct Faculty
2. Lecturer and Visiting / Temporary Faculty
3. Instructor
4. Assistant Professor
5. Associate Professor
6. Professor
7. Professor/Senior

Tenured Faculty:

1. Assistant Professor
2. Associate Professor
3. Professor
4. Professor/Senior

5.3. **President's Recommendation:** In addition to recommendations made in response to a financial condition necessitating a reduction in the institution's labor budget, the President may recommend the termination of the employment of faculty members to the Board of Governors at any time for reason of lack of funds, lack of work, reduction in enrollment or abolition of position. Recommendations of the President to the Board of Governors relative to the termination of the employment of faculty members shall not be made until affected faculty members have been afforded a hearing as provided herein.

5.3.1. **Notice and Hearing for Tenured Faculty Members:** The President shall provide written notice to any full-time tenured faculty member of the intent to recommend termination of employment based upon a reduction-in-force. The notice shall contain a description of the reasons for the intended recommendation. The President must make every effort to give as much notice as is practical in light of a financial condition necessitating the reduction in the institution's labor budget exists to each affected faculty member in advance of the effective date of the layoff. Yet, the legislative appropriation process or the recognition of a reduction in revenues and the subsequent analysis needed before a decision that a financial condition necessitating a reduction in the institution's labor budget exists may allow little time for formal notice to the employees who are to be laid off. Upon receipt of such notice, the affected faculty member may request a hearing to be conducted by the President or his or her designee. A request for a hearing must be made within five (5) calendar (working) days of a notice of recommended termination. Among the issues to be considered by the President or designee are:

- a. Ensuring that reductions-in-force do not arbitrarily violate the principles of academic freedom or established law on the basis of individual qualifications such as race, color, religion, sex, sexual orientation, gender identity, national origin, or age as identified and defined by relevant and appropriate employment law.
- b. The burden of proof in position or employee termination proceedings rests with the faculty member.
- c. The decision that a financial condition necessitating a reduction in the institution's labor budget rests solely within the President's authority and discretion with the approval of the Board and is not subject to contest by any faculty member.
- d. The hearing shall be recorded by mechanical means and a written transcript provided to all participating and appropriate parties to be included with the final response as described in (e) below. The strict rules of evidence shall not, however, be applied during the hearing.
- e. Following the hearing, the President or designee shall prepare a written decision upon any matters raised by the faculty member who requested the hearing. The decision shall contain a description of the concerns raised by the faculty member and a response to each thereto. A copy of the decision and transcript shall accompany any subsequent recommendation made by the President to the Board of Governors. These actions will all be completed within ten (10) working days of the appeal meeting, unless an extension is mutually agreed upon by the faculty member and an approved designee of the College.
- f. Use of the appeal procedure does not delay the effective date of employment termination of the faculty member.

5.3.2. **Non-Tenured Term Faculty Members:** In most instances, a reduction-in-force of faculty members under fixed-term appointments will be accomplished by non-

reappointment, following notification guidelines as set in the faculty evaluation handbook, rather than by layoff during the term of employment. In the event a faculty member serving under a fixed-term appointment is recommended for employment termination during the term of employment because of a reduction-in-force resulting from a decision that a financial condition necessitating a reduction in the institution's labor budget, that faculty member shall be entitled to use the appeal procedure described in Section 5.3.1.

- 5.3.3. **Action by the Board of Governors:** Upon receipt of a recommendation by the President, the Board of Governors may approve the termination of employment of a faculty member. No separate hearing shall be afforded to affected faculty members by the Board of Governors. The affected faculty member shall be provided with written notice of the action taken by the Board of Governors and shall also be provided with a copy of the instructions and form for filing an appeal with the West Virginia Public Employees Grievance Board.
- 5.3.4. **Transfers/Refusals to Transfer:** In some cases, the President may decide (as a result of the above-described review process), to abolish or combine certain programs or curricula, or to close certain physical campuses or locations, whether for purposes of a financial condition necessitating a reduction in the institution's labor budget or for reorganization or reallocation of resources. In such a case, an employee may be reassigned to a new program, division or physical location. If a faculty member refuses the reassignment to a program, school or physical location, the President may then terminate that faculty member's employment; as an equitable offer has been made and refused, the College is under no further obligation to maintain the employee's job or employment.
- 5.3.5. **New Faculty Positions:** New positions will not be created while a financial condition necessitating a reduction in the institution's labor budget is in effect unless a serious disruption in the functioning of the College or a loss of grant funds would otherwise result, as determined within the sole discretion of the President. New academic programs or faculty positions may be created only when it can be demonstrated that these programs or positions will help the College extricate itself from the financial conditions necessitating the reduction in the institution's labor budget and/or program and curriculum performance. Priority for filling these positions will be given to existing, qualified faculty whose positions are slated for abolishment.
- 5.3.6. **Re-employment Following Financially Based or Other Termination:** Notwithstanding any other recall rights contained in the policy, in the case of the termination of the employment of a tenured faculty member occupying a permanent faculty position, the position concerned may not be filled by replacement within a period of two (2) years from the effective date of the termination of employment, unless the faculty member has been offered a return

to employment in that position and has not accepted the offer within 30 calendar days after the offer is extended.

- 5.3.7. **Termination of Exigency:** The conclusion of a financial condition necessitating a reduction in the institution's labor budget will not imply that employment terminations that were made during that period are automatically withdrawn, revoked or otherwise invalid.
- 5.3.8. **Process for Re-employment of Affected Personnel:** The following process shall be observed for determination of recall and reassignment of affected faculty members following their termination during a financial condition necessitating a reduction in the institution's labor budget: When filling academic positions, the highest ranking qualified tenured faculty member whose employment has been terminated as part of a financial condition necessitating a reduction in the institution's labor budget reduction-in-force (and who has not been employed in an academic position elsewhere) shall be offered the position. If the position is refused, it shall be offered to other similarly affected faculty members in rank order. Any refusal of employment by a faculty member shall extinguish any further rights to recall. However, a refusal to accept a position shall not preclude a faculty member from making application for other posted position openings. The Office of Human Resources shall notify faculty members whose employment has been terminated of position openings in accordance with the terms of this policy. The notice shall be sent by certified mail to the last known address of the employee. It is the responsibility of the employee on the recall list to notify the Office of Human Resources of any change in address in order to retain recall status.
- 5.3.9. **Assumption of Responsibilities:** The duties of a faculty member terminated under the provisions of this policy will be assumed by his/her remaining colleagues in so far as is feasible.
- 5.3.10. **Rights of Returning Tenured Faculty Members:** A tenured faculty member who has been terminated and who accepts re-employment with the College under the terms of this policy will resume tenure and the rank held at the time of employment termination, be paid a salary commensurate with the rank and length of previous service, be credited with any sick leave accrued as of the date of employment termination and be credited with any annual leave accrued as of the date of employment termination for which payment has not been made. Annual increment service time will begin accruing upon reinstatement; no annual increment or other service time accrues during the period of reduction-in-force.

Section 6. Reduction in Force Policy – Classified Staff

- 6.1. It shall be the policy of the Board of Governors to undertake reductions in the workforce or personnel in a consistent and equitable manner, in adherence to the provisions of WV Code §18B-7-3. The President, however, following the decision that a financial

condition necessitating a reduction in the institution's labor budget exists, shall undertake program, administrative and service reviews to consider pertinent program, administrative or service information. The President may recommend to the Board of Governors the elimination or reduction of programs or services deemed appropriate, given financial, enrollment and other pertinent considerations, and in the best interest of the College in general. The primary consideration in any resulting decision to eliminate positions and to reassign or reduce the number of affected staff positions and personnel will be the preservation of the quality and effectiveness of the College's programs and overall mission.

6.2. **Basis for Elimination of Classified Staff Positions:** It shall be the policy of the Board of Governors to undertake reductions in the workforce of classified personnel in a consistent and fair manner, and in accordance with WV Code §18B-7-3, insofar as the needs of the institution, its mission and its students are met first. Following a reduction in workforce in the ranks of classified personnel, the continuation of services and programs with appropriately trained and qualified personnel shall be afforded primary consideration in all decisions related to elimination of positions and the reassignment of affected classified personnel.

6.2.1. Part-time regular (1039), casual, project and/or temporary classified positions and employees are not covered under the provisions of this policy.

6.2.2. A reasonable reduction in the number of hours an employee works (FTE) is NOT considered a reduction in force; i.e., altering the FTE of a position or employee's job by .20 or less does not trigger the provisions for "bumping" as outlined in WV Code §18B-7-3.

6.3. **Calculation of Seniority:** Seniority accumulation for regular full-time employment (i.e., .53 FTE and higher) begins on the date the employee enters regular full-time employment duties and continues until such regular full-time employment is severed with the College. Full-time service will be prorated by FTE. Part-time service performed prior to becoming a full-time regular employee will not be counted in the seniority calculation. Only full-time, benefit eligible service will be counted. Additional seniority shall be given for full-time service in the West Virginia system of higher education; however, an entitlement to credit for service earned at another eligible institution of higher education requires an uninterrupted transition to service at BridgeValley. Such additional seniority shall be applied to adjust the total months of service. Employees shall accrue seniority while on paid sick leave or annual leave, while receiving temporary total disability benefits under the workers' compensation system, while on approved military leave, or on any authorized paid leave. Employees shall not accrue seniority during periods of disciplinary suspension without pay, leave without pay, or unauthorized absences. Any loss of seniority occasioned by disciplinary suspension or unauthorized absences shall result in an adjustment to an employee's total months of service for seniority purposes.

- 6.3.1. An employee who voluntarily terminates service through resignation or who is terminated for cause shall permanently lose all accumulated seniority. An employee who is subject to a reduction-in-force shall, upon re-employment, receive credit for previously accumulated seniority, but shall not accumulate seniority during the period of absence prior to re-employment.
 - 6.3.2. If two or more employees accumulate identical seniority, the priority shall be determined by a random selection established by the employees and approved by the Office of Human Resources. Priority shall be established anew in the context of each personnel decision where a tie in seniority must be broken.
- 6.4. **Correction of Erroneous Total Months of Seniority:** It shall be the responsibility of all classified personnel to validate the correctness of their total months of service and adjustments thereto. An employee who fails to correct erroneous total months of service and who is subject to adverse personnel action by virtue of erroneous seniority shall be prohibited from raising the error in the context of the adverse personnel action. However, an employee's erroneous seniority shall be corrected for all purposes other than the adverse personnel action in question.
- 6.5. **Specific Qualifications or Training:** Any specific qualifications or training associated with a classified position shall be set forth in the Position Information Questionnaire (PIQ). If specific qualifications or training are set forth in the PIQ, such positions shall only be available to more senior employees whose positions have been eliminated if such more senior employees hold the specified required qualifications or have acquired such training. Specific qualifications and training shall be reviewed annually by the supervisor in the context of Position Information Questionnaire reviews during the performance appraisal process. Any significant changes recommended by supervisors or by the Office of Human Resources shall be submitted to the President for approval. The lack of qualifications or training by a more senior employee whose position has been eliminated shall be regarded as conclusive evidence that the more senior employee cannot perform the duties and responsibilities of a position where such specific qualifications or training is included in the PIQ.
 - 6.5.1. No pretextual PIQ's are to be submitted to, nor will they be reviewed by, Human Resources, if it is perceived or determined by the President or HR that such submission is intended solely or in the main to protect an individual's position or employment from abolishment. PIQ's to be used in the review process are those that were in effect 90 days or more before the announcement of a reduction-in-force.
- 6.6. **President's Authority and/or Recommendation:** The President may eliminate classified positions without prior recommendation to the Board of Governors for reasons other than financial conditions necessitating a reduction in the institution's labor budget. These reasons may include, but are not limited to lack of funds, expirations of special grants or revenue streams, lack of work, material changes in duties, or changes in organization. In the event of a decision that a financial condition necessitating a

reduction in the institution's labor budget exists, the President shall eliminate filled or vacant part-time (1039), casual, project or temporary and non-critical vacant positions prior to recommending the elimination of positions held by regular full-time classified personnel.

- 6.7. **Affected Personnel:** Personnel who are serving in positions that have been designated for elimination shall be considered for reassignment based upon their seniority, classification and any relevant specific qualifications or training they may possess. Once positions have been designated for elimination, the affected employees must update their record of credentials and specific qualifications and training within a reasonable timeframe as determined by the Chief Human Resources Officer.
- 6.8. **Consideration of FTE Status:** FTE status shall be considered in evaluating the suitability of positions for reassignment. Notwithstanding the fact that employees with FTE's between .53 and 1.0 are considered full-time, vacancies and other potential positions for an employee's reassignment must not vary more than .20 of the affected employees' FTE status to be considered suitable. However, if there are no suitable vacancies or other available suitable positions held by employees with less seniority, an employee may be reassigned to a position that would otherwise be considered non-suitable for reason of FTE disparity.
- 6.9. **Process for Reassignment of Affected Personnel:** The following process shall be observed for determination of reassignment of affected personnel. In all cases, employees whose jobs have been identified for abolishment must meet the stated qualifications for and be able to perform the duties (as described in the PIQ) of the position into which they would be slated on the basis of seniority to move. Human Resources is to make such determinations.
 - 6.9.1. Priority One – Qualified affected employees will be transferred to current vacant positions, without regard to seniority, in order to avoid a layoff situation by the institution. Attempts will be made to transfer affected employees to vacancies in the same classification. If a vacancy does not exist in the same classification, attempts will be made to transfer employees to vacant positions in lower classifications.
 - 6.9.2. Priority Two – In the event that a layoff situation has not been avoided through application and the terms of Priority One, qualified affected employees will be transferred to other positions within the same classification, displacing the least senior employees in that classification.
 - 6.9.3. Priority Three – After exhaustion of available positions in the same classification, qualified affected employees will be transferred to other positions in a lower classification, displacing the least senior employees in that classification.
 - 6.9.4. Priority Four – Transfer to a part-time vacancy within the same classification.

- 6.9.5. Priority Five – Transfer to a position held by a part-time employee within the same classification.
- 6.9.6. Priority Six – Transfer to a position held by a part-time employee in a lower classification.
- 6.10. **Application of Seniority in Reassignment Determinations:** If the employee holding a position that has been identified for elimination has more seniority than other employee(s) within the employee's classification, the employee shall displace the least senior employee within the classification who holds a position for which the more senior employee qualifies, so long as the displaced employee has the same qualifications and can perform the same work as delineated in the PIQ for the position held by the less senior employee(s) within that classification. In the event a PIQ for positions held by less senior employees contain specific qualifications or training necessary to provide the services identified by the President as critical to the mission, operations and needs of students, the positions will only be available to more senior employees if the more senior employees hold such specific qualifications and are able to perform such duties. If an employee refuses reassignment to a position in an equivalent classification, the employee forfeits all rights of recall.
- 6.10.1. If there are no positions within the displaced employee's classification, lower classification (in descending rank order of pay grade) shall be considered as potential assignments in the same manner as described in the foregoing Sections; provided, however, that an employee may elect not to accept reassignment to a lower classification and to be placed on the recall list instead.
- 6.10.2. Employees who have been displaced by a more senior employee whose position has been eliminated shall have the same rights to reassignment as described in the foregoing Sections.
- 6.10.3. If more than one position in a particular classification is eliminated, reassignments shall be considered in order beginning with the most senior affected employee.
- 6.11. **Preferred Recall List:** All employees who lack sufficient seniority to retain employment in a reduction in work force or who have been displaced as a result of the elimination of their positions and who elect to refuse reassignments to lower classifications shall be placed on a preferred recall list. Employees on the preferred recall list shall be recalled to any position opening by the institution within the classification in which the employee had previously been employed or to any position in a lower classification for which the employee is qualified on the basis of seniority and ability to perform the required duties of the job.
- 6.11.1. An employee on the preferred recall list shall not forfeit the right to recall if compelling reasons, as defined by the President, require the employee to refuse an offer of re-employment. The President and Chief Human Resources

Officer, in consultation, will review an employee's opined compelling reasons and decide on their merits whether the employee should or should not forfeit the right to recall.

6.11.2. The Office of Human Resources shall notify all employees on the preferred recall list of all position openings that exist from time to time. The notice shall be sent by certified mail to the last known address of the employee. It is the responsibility of the employee on the recall list to notify the Office of Human Resources of any change in address in order to retain recall status and to be contacted.

6.11.3. An employee's listing shall remain active for a period of one year. However, employees must annually request in writing that their listing be renewed for the succeeding year. An employee who fails to renew listing on the recall list prior to the anniversary date of placement on the list or last renewal shall be removed from the list.

6.11.4. No position openings shall be filled by the institution, whether temporary or permanent, until all employees on the preferred recall list have been properly notified of existing vacancies and have been given an opportunity to accept re-employment.

Section 7. Reduction in Force Policy – Non-Classified Staff

7.1. Seniority of employees in non-classified positions is neither a factor nor a consideration in determining reduction in force of such positions, in which employees are considered "at-will." However, following the decision that a financial condition necessitating a reduction in the institution's labor budget exists, the President shall undertake program, administrative and service reviews to consider pertinent program administrative or service information. The President may recommend to the Board of Governors the elimination or reduction of programs or services deemed appropriate, given financial, enrollment and other pertinent considerations, and in the best interest of the College in general. The primary consideration in any resulting decision to eliminate positions and to reassign or reduce the number affected non-classified positions and personnel will be the preservation of the quality and effectiveness of the College's programs and overall mission. Consequently, those employees who are deemed to be of key importance to a specific program or service will be retained in preference to other staff members, whatever their status or seniority.

Section 8. Responsibilities and Procedures

8.1. Faculty: The President and Chief Academic Officer shall have primary responsibility for making recommendations to the Board of Governors regarding elimination of faculty positions. Human Resources will be guided in process and implementation by the decisions provided by the President and Chief Academic Officer.

- 8.2. Classified, Non-Classified and FEAP Employees: The Chief Human Resources Officer shall have primary responsibility for the implementation of the provisions of this policy.

Section 9. Benefits

- 9.1 In the event of implementation of furloughs or reduction in force due to a financial condition necessitating a reduction in the institution's labor budget, relevant and appropriate state and federal laws will be applied in relation to benefits, such as leave accruals and insurance, for affected employees.

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **Approval of Proposed BOG Rule C-10,
Transferability of Credits and Grades**

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the proposed BOG Rule C-10, Transferability of Credits and Grades, for distribution to constituencies and posting for a 30-day comment with submission to the West Virginia Council at the conclusion of the period if no substantive comments are received.

STAFF MEMBERS: Kristin Mallory

BACKGROUND:

Series 17 outlines the requirements for state higher education institutions to comply with transferability of credits and grades among colleges. BridgeValley Community and Technical College adopted or modified two operating policies (D-OP-08-14 and D-OP-23-15) to comply with the changes noted in Series 17. BOG Rule C-10 will complete the requirement to file the policy on transfer of academic credits with the West Virginia Community and Technical College System.

**BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS**

POLICY C-10

TRANSFERABILITY OF CREDITS AND GRADES

Section 1. General.

- 1.1. Scope – This policy establishes guidelines for the transferability of credits and grades to BridgeValley Community and Technical College (BridgeValley).
- 1.2. Authority – West Virginia Council for Community and Technical College Education (Council) Procedural Rule Series 17 (Series 17).
- 1.3. Effective Date –

Section 2. Transfer Guidelines

- 2.1. It is the policy of BridgeValley that the transfer of credits among public institutions of higher education and with West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity. Institutional practice is to ensure that students may transfer and apply toward the requirements for a degree the maximum number of credits earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education with no additional requirements or as few requirements to repeat courses or to take additional courses above those required by a native student to complete the degree, as is consistent with sound academic policy.
- 2.2. To this end, the following policy guidelines are hereby promulgated:
 - 2.2.a. Undergraduate level credits and grades earned at any public or private post-secondary institution in West Virginia shall generally be transferable to BridgeValley. Use of grades for institutional purposes, such as, without limitation, criteria for academic probation, recognition for graduation with honors or other institutional purposes, are identified by institutional policy.
 - 2.2.b. BridgeValley will make the course objectives for every credit-bearing course available to the public. These course objectives may be posted on an easily accessible location on the institution’s web site or may be made available through college catalog or other easily accessible format.
 - 2.2.c. BridgeValley shall use a 70 percent standard for determining if the earned course credit is equivalent to the receiving institution’s comparable course. That is, if 70

percent of the learning objectives are in alignment, then BridgeValley will accept the course credit.

- 2.2.d. Once BridgeValley has reviewed the course objectives of the course requested for alignment and transfer, BridgeValley will notify the student of the course credits awarded. If requested transfer course credit is not awarded, BridgeValley will provide clear and specific details to the student and sending institution in regard to:
 - 2.2.d.1. The changes to the course curriculum that are needed to achieve 70 percent alignment;
 - 2.2.d.2. Reason(s) that BridgeValley has denied course credit transfer;
 - 2.2.d.3. Additional information or actions, if any, necessary to permit the transfer;
 - 2.2.d.4. Information about resubmitting a course credit transfer request that has been denied;
 - 2.2.d.5. The institutional process for transfer appeal and the process for appealing the decision to the Joint Recommending Committee for Transfer and Articulation.
- 2.2.e. BridgeValley has established an appeals process for the denial of transfer credit, as noted in Operating Policy D-OP-23-15. At the completion of the second-to-final stage of the appeals process, the student may request review by an outside committee. The Council and the Commission shall establish a Joint Recommending Committee for Transfer and Articulation and establish procedures for operation. With private institution committee representation on the Committee, this committee hears such appeals and sends a recommendation to the president of the institution. The president or his or her designee issues the final decision.
- 2.2.f. With the exception of those enrolling in specialized four-year programs which have demonstrable and bona fide externally imposed requirements making such a goal impossible, students completing two-year associate degrees at BridgeValley shall generally, upon transfer to a baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a non-transfer student at the same institution and in the same program. An exception may exist in any instance where the associate degree is a technical type designed for occupational/career purposes and the general education component is substantially of a markedly different nature than that required for a student at the same two-year institution enrolled in a college

transfer associate degree program, or where requirements of the major have not been met.

- 2.2.g. In an effort to meet the needs of students enrolled in occupational/career associate degree programs at BridgeValley who seek to complete baccalaureate- level education, the public baccalaureate institutions are encouraged to provide opportunities for students to enroll in applied baccalaureate-completion programs.
- 2.2.h. The Council and the Commission recognize the Regents Bachelor of Arts degree program as a degree completion program that serves graduates of the Board of Governors Associate in Applied Science degree program.
- 2.2.i. In response to the statutory charge that undergraduate core coursework completed at a state institution is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned, the Council and the Commission maintains a core coursework transfer agreement. The core coursework transfer agreement lists the general studies courses at each institution which have been approved for inclusion in the agreement and is updated annually. Under the terms of the agreement, a student may transfer up to thirty five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty five hours of general studies credit from one institution to another that are provided for in this agreement. BridgeValley recognizes the courses listed on the Core Coursework Transfer Agreement are accepted as general studies credit as applied to the students' major. Once an incoming student's general studies requirements have been fulfilled or the maximum credit limit reached, the institution is to make a good faith effort to accept additional incoming credits listed on the Core Coursework Transfer Agreement. Any private post-secondary institution which wishes to participate in this core coursework transfer agreement may do so as the agreement is updated annually in the spring of each year.
- 2.2.j. BridgeValley develops and maintains specific detailed articulation agreements between appropriate public and private institutions in West Virginia. Information on articulation agreements between private post-secondary institutions, community and technical colleges and baccalaureate institutions in West Virginia, including specific courses that are part of the agreement, are available on BridgeValley's website.

2.2.k. BridgeValley shall file its policy on transfer of academic credits including the appeals process with the Chancellor's office.

Section 3. Definitions.

3.1. Private higher education institutions.

Post-secondary institutions which have been state approved to operate in West Virginia but are not public higher education institutions.

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **2016-2020 Institutional Compact Targets**

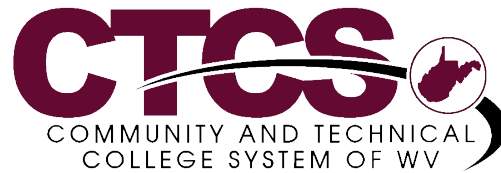
RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the attached 2016-2020 targets established for BridgeValley by the West Virginia Council for Community and Technical College System.

STAFF MEMBERS: Jo Harris

BACKGROUND:

The West Virginia Council for Community and Technical College Education approved the statewide masterplan, Meeting the Challenge, during 2015. The four basic goals of the statewide plan and specific metrics were included in the existing BridgeValley Master Plan and were subsequently approved in January 2016 by this Board. Subsequently, the Council sent to each college specific numeric goals that will enable the system to achieve the statewide priorities established. Baseline data and the 2020 target data was compiled by Council. The college staff was directed to set annual targets based on this data and to list strategies to accomplish these targets.

The BridgeValley targets are attached for approval. Strategies will be derived from the approved Master Plan.



Meeting the Challenge: MASTER PLAN

Fulfilling the Vision: 2015 - 2020

An Institutional Compact for Success

Planning Period 2016-17 thru 2019-20

Institution:

BridgeValley Community & Technical College

MEETING THE CHALLENGE:

Institutional Mission Statement: BridgeValley Community & Technical College

BridgeValley Community and Technical College promotes student success, prepares a skilled workforce, and builds tomorrow's leaders by providing access to quality education.

MEETING THE CHALLENGE:

Section C

Goal 1. Improve the success of students by increasing college completion.

Measures	Baseline	16-17	17-18	18-19	19-20
a. Total degrees awarded	543	610	675	743	815
b. Workforce skill sets awarded	2,265	2380	2495	2606	2,717
c. Credits to degree	83	80	78	75	72
d. Time to degree (in years)	4.9	4.5	4.0	3.5	3
e. Percentage of first-time freshmen who successfully complete the first college-level <u>math</u> course requirements by the end of year one of enrollment	29.9%	40%	55%	70%	80%
f. Percentage of first-time freshmen who successfully complete the first college-level <u>English</u> course requirements by the end of year one of enrollment	50.0%	55%	65%	73%	80%
g. Licensure passage rate	88.3%	88.7%	88.9%	90%	90%
h. Employment placement rate	83.9%	84%	85%	85%	80%*
i. Percentage of students transferring who achieve a GPA of 2.0 or better on a 4.0 scale at the conclusion of their first year of enrollment at in-state four-year public institutions	69.5%	73%	75%	78%	80%

*80% is the 2019-20 "system" target. We encourage institutions that exceed the goal to continue efforts to do so.

Measures	Baseline derived from the following
a. Total degrees awarded	6 year average
b. Workforce skill sets awarded	4 year average (due to change in matrix definitions)
c. Credits to degree	Most recent year available
d. Time to degree	Most recent year available
e. Successful completion of first college-level math	Most recent year available
f. Successful completion of first college-level English	Most recent year available
g. Licensure passage rate	Most recent year available
h. Employment placement rate	Most recent year available
i. Academic preparation	Most recent year available

MEETING THE CHALLENGE:

Goal 1 Strategies: Please provide strategies for improving the success of students by increasing college completion for the 2016-17 academic planning period.

Strategies
<ul style="list-style-type: none"> TBD

Goal 2. Meet the workforce demands of employers and enhance economic development efforts in West Virginia.

Measures	Baseline	16-17	17-18	18-19	19-20
a. Training contact hours delivered	195,496	205,270	214,275	223,375	234,595
b. Total career-technical degrees awarded	458	515	588	635	688
c. Workforce skill sets awarded	2,265	2378	2491	2604	2,717
d. Employers served	104	122	143	157	168
e. Regional sector-based partnerships (cumulative)	--	1	1	1	3
f. Entrepreneurship education (cumulative)	--	2	3	5	10
g. Learn and earn partnerships, paid internships or registered apprenticeships established (cumulative)	--	1	1	1	3

Measures	Baseline derived from the following
a. Training contact hours delivered	4 year average (due to change in matrix definitions)
b. Total career-technical degrees awarded	6 year average
c. Workforce skill sets awarded	4 year average (due to change in matrix definitions)
d. Employers served	4 year average (due to change in matrix definitions)
e. Regional sector-based partnerships	Baseline not applicable
f. Entrepreneurship education	Baseline not applicable
g. Learn and earn partnerships, paid internships, etc.	Baseline not applicable

MEETING THE CHALLENGE:

Goal 2 Strategies: Please provide strategies for meeting the workforce demands of employers and enhancing economic development efforts in West Virginia for the 2016-17 academic planning period.

Strategies
<ul style="list-style-type: none"> TBD

Goal 3. Provide access to affordable community and technical college education in all regions of the state.

Measures	Baseline	16-17	17-18	18-19	19-20
a. Annual unduplicated headcount enrollment	3,326	3330	3510	3670	3,800
b. Student financial aid participation rate	45.2%	48%	50%	53%	55%
c. Annual percentage increase in tuition	5%				5%
d. Distance-delivered programs*	13	14	15	16	17

*Distance-delivered programs: The number of academic credit-based certificate or associate degree programs offered in which 50% or more of the required courses may be taken as distance-delivered courses. Please provide the baseline for AY 2014-15 and increase by a minimum of 10% by the end of the compact period (19-20).

Measures	Baseline derived from the following
a. Annual headcount enrollment	Most recent year available
b. Student financial aid participation rate	Most recent year available
c. Annual percentage increase in tuition	Most recent year available
d. Distance-delivered programs	Please provide baseline using AY 2014-15

MEETING THE CHALLENGE:

Goal 3 Strategies: Please provide strategies for providing access to affordable community and technical college education in all regions of the state for the 2016-17 academic planning period.

Strategies
<ul style="list-style-type: none"> TBD

Goal 4. Ensure fiscal stability to effectively deliver comprehensive community and technical college education.

Measures	Baseline	16-17	17-18	18-19	19-20
a. Percentage of classified employees fully funded on classified staff salary schedule	100%				100%
b. Professional development (at least 2 annually)	--	2	3	3	
c. Retention rate	51.3%	55%	58%	62%	66%
d. Achieve a positive Composite Financial Index (CFI) Score, without OPEB, of 1.1 or above on a yearly basis	0.34	0.35	0.7	0.95	1.1 +
e. Expenditure priority (instruction, academic support & student services)	45.4%	46%	47.5%	49%	50%

Measures	Baseline derived from the following
a. Classified employees fully funded on salary schedule	Salary schedule in effect as of February 2016
b. Professional development	Baseline not applicable
c. Retention rate	Most recent year available
d. CFI	Most recent year available
e. Expenditure priority	Most recent year available

MEETING THE CHALLENGE:

Goal 4 Strategies: Please provide strategies for ensuring the fiscal stability to effectively deliver comprehensive community and technical college education for the 2016-17 academic planning period.

Strategies

- TBD

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **Fiscal Year 2015-16 Budget Update for
BridgeValley Community and Technical
College**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Cathy Aquino

BACKGROUND:

With the completion of the first nine months of the fiscal year, what follows is the budget update comparing year-to-date actual spending for three quarters of this fiscal year to budget.

Some important items are as follows:

- Actual revenue (3rd quarter target, 75%). Overall revenue is at 75.3% of budget overall:
 - State appropriations are at 65.6% of budget due to the allocation formula that the State utilizes where less allocation is in the first three quarters of the year and the remaining 34.4% occurs in the last quarter of the fiscal year.
 - All tuition and fees revenues are above target with Education and General at 87.9%, Auxiliary at 94.4%, and Capital at 93.3%. This revenue reflects the slight increase in enrollment for fall. It should be noted that at this point in the fiscal year, most of the tuition revenue has been collected.
- Expenses (3rd quarter target, 75%):
 - Salary and benefits are at 74.9% and is on target.
 - Non-payroll expenses are below budget at 63.2%. However, some large expenses currently are unpaid due to lease negotiations. With the payment of these expenses, non-payroll expenses would be over target at 79.4%.

➤ Fund Balances:

- While fund balances remain healthy at this point in the fiscal year, part of the reason for these higher fund balances is due to the non-payment of the large expenses discussed above.

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
Fiscal Year 2016 Budget Compared with Nine Months Actual Ending March 31, 2016

<u>General Revenue & Tuition and Fees Budget</u>	<u>FY 2016 Revised Budget</u>		<u>FY 2016 YTD Actual</u>	
	<u>Annual Amount</u>	<u>%</u>	<u>Amount</u>	<u>% to Budget</u>
Total Projected Funds Available:				
General Appropriations	\$ 7,411,115	52.7%	\$4,863,544	65.6%
E&G Tuition and Fees	5,384,052	38.3%	4,733,831	87.9%
Auxiliary Tuition and Fees	258,364	1.8%	243,951	94.4%
Capital Tuition and Fees	807,584	5.7%	753,310	93.3%
Other Operating Revenue	200,000	1.4%		
Total Available Funds	\$ 14,061,115	100.0%	\$ 10,594,635	75.3%
Expenses:				
Payroll				
Salaries	\$ 8,185,681	81.1%	\$6,061,181	74.0%
Benefits	1,906,600	18.9%	1,493,629	78.3%
<i>Total Salaries and Benefits</i>	<i>\$ 10,092,281</i>	<i>71.2%</i>	<i>\$ 7,554,810</i>	<i>74.9%</i>
Non-Payroll - Current Year				
Institutional Support	\$348,946	8.5%	\$451,054	129.3%
Academic Affairs	557,132	13.6%	\$440,874	79.1%
Student Affairs	92,029	2.3%	\$85,087	92.5%
Financial Affairs & General College				
Obligations	397,407	9.7%	\$320,422	80.6%
Payment of Capital Debt & Leases	1,832,930	44.8%	\$409,785	22.4%
Capital Projects	34,387	0.8%	\$42,720	124.2%
Safety & Facilities	827,268	20.2%	\$836,628	101.1%
<i>Total Non-Payroll Expenses</i>	<i>\$4,090,099</i>	<i>28.8%</i>	<i>\$2,586,569</i>	<i>63.2%</i>
Total Expenses	\$ 14,182,380	100.0%	\$ 10,141,379	71.5%
Increase / Decrease in Net Assets	\$ (121,265)		\$ 453,257	
Beginning Fund Balances	\$1,776,237		\$1,776,237	
Ending Fund Balances	\$1,654,971		\$ 2,229,493	

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **Program Review**

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the program review reports for the A.A.S. in Process Technology and the C.A.S. in Emergency Management Technician.

STAFF MEMBER: Kristin Mallory

BACKGROUND:

Each program in the Community and Technical College System is reviewed for viability every five years. Attached for Board review are the summary reports for the above named programs, with the summary recommendations listed below. The recommendation of the BOG will be presented to the West Virginia Council for Community and Technical College Education.

Degree / Emphasis Area	Recommendation
Process Technology, AAS	Continuation of the Program at the current level of activity.
Emergency Medical Technician Basic (CAS)	Continue Program with an internal report in one year on program enrollment and status of the program.

**BridgeValley Community and Technical College
Process Technology AAS Program Review**

Summary

Summary Findings	Reviewer Comments
Name and Degree level of Program; Number of Hours required for graduation	Process Technology, AAS 60 credit hours 27 credit hours General Education 24 credit hours in the major 9 credit hours in technology
Synopses of significant findings, including findings of external reviewer(s)	<ul style="list-style-type: none"> • Advisory committee recommended expanding the offering of courses in instrumentation. This is being done as a separate program with shared courses. • As the job market fluctuates, the program content is constantly updated to provide students with better skills for interviews and on the job performance. • Feedback from graduates indicates the program is on target with content and the equipment the students see.
Plans for program improvement, including timeline	<ul style="list-style-type: none"> • A new instrumentation program is being developed to provide shared courses which will increase instrumentation courses for students in the Process Technology program • Working to offer an accelerated course schedule
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	<ul style="list-style-type: none"> • Variation in enrollment from year to year. Working with industry to determine future needs • When job offers are plentiful, students obtain employ prior to completing the program. Working to finds ways to assist students in completion of their degree
Five year trend data on graduates and majors enrolled	See Appendix I
Summary of assessment model and how results are used for program improvement	Assessments from each student are collected each semester, recommendations from the Program Advisory Committee are received, and regular visits are made to the employers. Lack of hands on practice had been a noted deficiency at the beginning the current assessment period (2011). We have now acquired two process units and a distillation column, which the students

	<p>use, and we have two Simtronics modules, which give the control board response that a person would experience in a plant. We have acquired five more Simtronics modules, and are also looking forward to adding experience on the new Process Training Unit. We have not yet been able to train faculty on their use. Some of the money we spend on equipment would be better spent on training.</p> <p>Students make clear that they are primarily interested in obtaining jobs in the chemical process industries. Their assessment in any given semester depends on how many internships were offered by local companies that semester. As the job market fluctuates, we hear student frustration. As a result of that, we are constantly updating the content material, to give the students stronger performance in an interview and on the job.</p>
<p>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees</p>	<p>Graduates are employed by Dow Chemical, Bayer Materials Science, Bayer Crop Science, Kureha Corporation, DuPont Corporation and Clearon Corporation. Feedback from those graduates indicate we are on target with the content and with the equipment that our students get to see. Surveys with our students during their internships are conducted to be sure that we get thorough feedback. Our feedback obtained during semiannual Advisory Committee Meetings confirms that employers are satisfied with our graduates.</p>

Recommendation for Program Action: Continuation of the Program at the current level of activity.

Appendix I

Graduation Data

# of Graduates				
2011	2012	2013	2014	2015
0	3	4	7	4

Program Enrollments

	2011	2012	2013	2014	2015
Fall	74	65	58	57	98
Spring	115	64	92	86	56
Summer	0	9	22	11	14

**BridgeValley Community and Technical College
Emergency Medical Technician Basic (CERT) Program Review**

Summary

Summary Findings	Reviewer Comments
Name and Degree level of Program; Number of Hours required for graduation	Emergency Medical Services Technology (EMST), CAS 10 Hours WV E.M.T. Basic course curriculum 20 Hours General Education (English Composition, Math for Health Care, General Psychology, Oral Communication, Professional Development, Death and Dying) 30 Total Credit Hours
Synopses of significant findings, including findings of external reviewer(s)	<ul style="list-style-type: none"> • One of two one-year certificate programs in the state • Excellent lab facilities • Feeder program for EMST, AAS program <p>Communities of Interest and External reviewer, Dr. Chris Nollette, NREMT-P, LP- Past-President at The National Association of Emergency Medical Services Educators, have identified the following weaknesses and areas for improvement for the Emergency Medical Services Technology Program:</p> <ul style="list-style-type: none"> • Test analysis; the program is converting from paper exams to electronic examinations and thus giving test analysis (reliability, validity, etc.) • Need for question practice analysis; the program is now using National Registry of Emergency Medical Technicians) NREMT-P Practice Analysis for question evaluation • Conversion of student records from paper to electronic
Plans for program improvement, including timeline	<p>The Emergency Medical Services Technology (EMST) Program, while under the auspices of West Virginia State Community and Technical College and Kanawha Valley Community and Technical College, was never accredited. The curriculum was revised between Fall 2013 and March 2014 with the goal of being accredited through the Committee on Accreditation of Educational Programs for Emergency Medical Services Professionals (CoAEMSP). In addition to curricular revision, program improvement has been achieved through:</p> <ul style="list-style-type: none"> • Advisory Committee created (March 2014) • CoAEMSP Accreditation Conference, attended by Health Division Dean Suzette Breeden, Program Director Kent

	<p>Wilson, and Program Coordinator John Blount (December 2014)</p> <ul style="list-style-type: none"> • Accreditation Expert Consult, Dr. Chris Nollette (January 2015) • Ambulance / Technology completion (January 2015) • Jones & Bartlett Learning System Analysis for student remediation and review (Spring 2015- completed) • FISDAP Student records and adjunctive testing package integrated into the curriculum for use (Summer 2014) • High-Fidelity Simulation / Technology Use (Spring / Summer / Fall 2015) • Guest Expert lectures (Spring / Summer / Fall 2015) • CoAEMSP Annual Report (April 1, 2015) • CoAEMSP Initial-Accreditation Self-Study Report (ISSR- June 9, 2015) • CoAEMSP Accreditation Site Visit (Fall 2015- Spring 2016, estimated)
<p>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</p>	<p>A major weakness and area for improvement with the Emergency Medical Services Technology Program involves curricular review, meeting General Education support course requirements, and graduating students. In the period from 2010-2013, only 4 of the 38 (10.5%) students who completed the requirements for certification completed the general education requirements for acquiring the Associate of Applied Science Degree. In between Fall 2013 and Spring 2014, the curriculum was revised and approved by the institution's Academic Policy Council. Of the eight students admitted in the 2014 calendar year, all eight met the general education requirements and graduated on time (spring, summer, and fall semesters)</p>
<p>Five year trend data on graduates and majors enrolled</p>	<p>See Appendix I The Emergency Medical Services Technology Program underwent curriculum revision Fall 2013, sought initial accreditation status Spring 2014. The AAS was restructured to a January-December schedule. The EMT course is offered each semester as are the general education courses required.</p>

<p>Summary of assessment model and how results are used for program improvement</p>	<p>The Emergency Medical Services Technology Program evaluates Program and Course Student Learning Outcomes through:</p> <ul style="list-style-type: none"> • Practical Skills Evaluation (following final semester coursework and clinical practicum) • WV E.M.T. Basic C.A.T. written and psychomotor exam • Data Collection and trending data from: <ol style="list-style-type: none"> 1) End-of-Program (EOP) Surveys 2) Graduate (6-month post-graduation) Surveys 3) Employer (6-month post-graduation) Surveys <p>The revised Emergency Medical Services Technology Program curriculum and evaluation methodologies emphasize the need to evaluate student learning objectives while meeting the CoAEMSP Standards for accreditation. These include assessment methods for the cognitive, psychomotor and affective domains.</p> <p>This program has undergone an entire overhaul from the ground up. Thanks to the guidance of the Committee on Accreditation of Emergency Medical Services programs (CoAEMSP) all testing is now done using Computer Adaptive Testing (CAT), which in turn allowed this course to go paperless and sustainable.</p> <p>In addition, the Program’s Advisory Committee’s input is deemed valuable in improving and sustaining the quality of the program and abilities of its graduates to function as entry-level E.M.T.s in various healthcare capacities.</p>
<p>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees</p>	<p>There is no available data or records available for graduates 2010- 2013; however, a new process is in place to track graduates and their place of employment post-graduation. Within the last 2 years, 8 of the 11 students who have attained their Basic certification with the State of West Virginia have continued on into the Paramedic Course (AAS).</p>

Recommendation for Program Action: Continue Program with an internal report in one year on program enrollment and status of the program.

The curriculum has been revised to meet national accreditation requirements. The institution's service area has identified a need for Emergency Medical Services providers. The number of students enrolled is stable and efforts are being made to increase future enrollment which will help support sustainability of the program.

Appendix I

Graduation Data

		YEAR	YEAR	YEAR	YEAR	YEAR
MAJOR	MAJOR DESCRIPTION	2010-11	2011-12	2012-13	2013-14	2014-15
1030	EMST, CAS	8	8	1	1	3

In-Major Enrollment Headcount Data

MAJOR CODE	MAJOR	FA 10	SP 11	SU 11	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14	SP 15	SU 15	FA 15
1030	EMST, CAS	0	0	0	0	0	0	0	1	0	5	2	0	6	2	1	4

In-Major Enrollment Full-time Equivalent Data

MAJOR CODE	MAJOR	FA 10	SP 11	SU 11	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14	SP 14	SU 15	FA 15
1030	EMST, CAS	0	0	0	0	0	0	0	.67	0	3.13	2.53	2.67	5.93	1.67	1.07	3.53

EMT Course Enrollment Data – Appendix C

COURSE	FA 10	SP 11	SU 11	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14	SP 15	SU 15	FA 15
EMT BASIC	NA	8	NA	20	14	NA	15	15	NA	8	7	NA	10	10	NA	10

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **Program Suspension**

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors affirms the recommendation of the Department and Academic Standards Committee to suspend the Associate of Science program Drafting and Design Engineering Technology.

STAFF MEMBER: Kristin Mallory

BACKGROUND:

BridgeValley recognizes the need to increase efficiencies and offer relevant programs for the students. Each dean was tasked with identifying programs with low to no enrollment and recommending suspension. The department chair submitted the recommendation to the ASC committee following discussions within the division. Several of the courses in this program will still be offered to support academic programs, and the division is also considering a skill-set option. The Drafting and Design Engineering Technology program is ETAC ABET accredited; upon approval of the BOG, the programmatic accrediting agency will be notified of the teach-out of any students enrolled in the program. The program noted above was submitted for suspension during the March 25, 2016, meeting of the Academic Standards Committee.

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **Post-Audit Report**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Kristin Mallory

BACKGROUND:

According to WVCTCS Series 11 and 37, and BOG Policy C-5, new occupational degree programs initiated at BridgeValley Community and Technical College (BridgeValley) will undergo post-audit review within three years after the date of implementation. The following reports have been submitted for post-audit review and/or follow-up:

Program	Action	Follow-up
Sustainable Building Technology, CAS	Program had been suspended; WVCTCS requested post-audit report. Academic Standards Committee approved report March 25, 2016	Program terminated; report submitted to WVCTCS

Post-Audit Review

For Occupational Programs Implemented Under the Provisions of Series 37

West Virginia Council for Community and Technical College Education

Institution: BridgeValley Community and Technical College

Program (Degree and Title): Certificate in Sustainable Building Technology

I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

Special note: This program was terminated in spring 2015 due to low enrollment. This review is prepared to close out the major.

The Certificate of Applied Science in Sustainable Building Technologies is a one-year program focused on sustainability and its application in design and construction. The program concentrates on new construction at both a residential and commercial level. It also addresses existing buildings from a residential remodeling, commercial operations and maintenance, historic preservation, and weatherization perspective. USGBC's (United States Green Building Council) LEED (Leadership in Energy and Environmental Design) rating systems are introduced in the form of the LEED GA (Green Associate) and BD+C (Building Design and Construction) exam preparatory courses. The weatherization component trains students in residential energy efficient retrofitting, home energy auditing, and residential building envelope consulting. The program was originally created to provide an academic path for students in an existing Weatherization program offered by Workforce.

II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

Program Learning Outcomes

Upon completion of this program, graduates will be able to:

- Understand sustainability and how it applies to the design and construction industry.
- Perform a home energy audit and perform the retrofitting work to BPI (Building Professional Institute) standards.
- Design and implement sustainable envelope assemblies in new construction.
- Evaluate existing buildings and develop a sustainable plan of action.

- Understand the scope and intent of USGBC's LEED GA credential.
- Understand the scope and intent of USGBC's LEED BD+C credential assessment

III. Assessment

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

Program outcomes are assessed by course specific exit exams. As an option, students are encouraged to complete the two (originally three) weatherization course certification exams administered by BPI. The students are separately encouraged to complete the LEED exams administered by the GBCI (Green Building Certification Institute). The recommended exams are the GA and BD+C exams. General education outcomes are assessed by a general education portfolio.

- B. Provide information on the following elements:

- Educational goals of the program
 - Complete all course requirements and be prepared to sit for the BPI and LEED exams.
 - Complete all courses for continuing into the AAS program.
- Measures of evaluating success in achieving goals
 - Successful completion of BPI exams for students who elected to complete the exams.
 - Successful completion of LEED exams for students who elected to complete the exams.
 - Successful completion of the courses for students who elected to start the AAS program.
- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
 - Very few students elected to sit for the BPI and LEED exams due to the cost and the difficulty in scheduling certified proctors.
 - A majority of students elected to continue into the AAS program.

- C. Provide information on how assessment data is used to improve program quality. Include specific examples.

In 2012 the curriculum was modified to drop the preparation for the LEED BD+C exam course since no students elected to sit for that exam. The course was replaced with a residential building assessment course, a much more practical course. The BPI envelope professional course was moved to the AAS program because few students desired that certification to start work in the field. This was also a much more difficult certification to achieve.

IV. Curriculum

- A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.

Admission to the program is open to any student eligible for admission to the college. The curriculum allows students to explore sustainable building technologies and prepare for work in the weatherization.

- A. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as Appendix I.
- B. Submit a listing of the course delivery modes.

Courses are delivered with traditional lecture and lab offerings and some online opportunities.

V. Faculty

Submit information on the total number of full-time and part-time faculty utilized per year to deliver the program. Use Appendix II forms. The narrative should summarize points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.) Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

All technical courses taught for this program utilize adjunct faculty. Instructor certifications by USGBC or BPI are required for LEED and BPI courses.

VI. Enrollment and Graduates

- A. Submit data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence. Label as Appendix III.
- B. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization.

Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents.

Due to low successes of students using the degree to gain employment, a majority of students elected to continue towards the AAS degree.

- C. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

Although some courses will transfer into an architect's degree, no students elected this path.

NOTE: Do not identify students or graduates by name.

VII. Financial

- A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.

The program was initiated by a grant. There is no program fee.

- B. Identify projection of future resource requirements and source of funding.

None.

VIII. Advisory Committee

List all advisory committee members. Provide information on how the advisory committee has been utilized for program improvement.

The advisory committee was utilized to form the original program. The committee has been disbanded.

IX. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

There is no accreditation process available for this program other than the LEED and BPI certifications.

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF APRIL 22, 2016**

ITEM: **Program Inventory Update**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Kristin Mallory

BACKGROUND:

The Certificate in Welding Technology was added to BridgeValley's degree inventory during the March 25, 2016, Academic Standards Committee. The certificate degree is embedded within the existing AAS in Welding Technology.