



NEW RIVER
Community and Technical College



2007 - 2017 Campus Facilities Master Plan

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EXECUTIVE SUMMARY

In the New River Community and Technical College Annual Report titled, “A Year of Community Enrichment,” President Ted D. Spring succinctly notes that “As enrollment at the college expands, the future is filled with challenge and promise.”

New River is experiencing sustained growth. Surveys and discussions with community members and leaders and college personnel indicate an immediate need for two-year degrees and shorter-term certificate programs. This feedback also confirms a rising demand for the expansion of current and new programs designed to respond to the needs of the West Virginia workforce. The 2007-2017 Facilities Master Plan supports New River’s long-range strategy to create essential facilities that will make possible a positive, successful response to the “challenge and promise.”

In addition to community and college input, several New River internal statements and documents, including its mission, academic plan and Compact Agreement, were used to support planning concepts. The major planning assumptions are:

- New River is a unified organization comprised of four individual and unique campuses.
- Enrollment will continue to increase; however, without major improvements, current facilities will not be sufficient to support present or future enrollment growth.
- Contributions from community members and college personnel constitute a vitally important source of information in shaping the direction of the college.
- Workforce development and customized training programs provided by the college are essential for regional economic development.
- Recruitment and retention of students is a priority and will be supported by expanded developmental educational programs and services.
- College resources will be available to local community members.
- New River constitutes a critically important link between secondary education and four-year colleges by offering a seamless transition from high school to college.
- New River must project a collegiate image to students and the community and be responsive to community and economic needs.
- Instructional space deficiencies on each campus limit the delivery of technical education programs needed to strengthen and support economic development in the region.

The Facilities Master Plan identifies areas of current space deficiencies and proposes renovated space and new facilities to meet the college's needs for the next ten years. The plan projects improvements through renovations and additions at Greenbrier Valley and Nicholas County campuses, and development of new campuses for the Beckley and Mercer county regions. The specific building sites for the new campuses have not been identified; however, preliminary investigation of possible locations is underway. A capital improvement project, replacement of a roof on the Greenbrier Valley Campus student activities building, and disability access issues on the Nicholas County campus need to be addressed.

INTRODUCTION

1.

2. General Background

When the West Virginia Legislature created New River Community and Technical College, it positioned the college to deliver essential and urgently needed postsecondary education programs and services to the citizens of Southeastern West Virginia. In doing so, lawmakers set New River on a course to change not only the economic well being and individual lifestyles of local residents, but also the economic development of the nine counties to be served by the college and, perhaps, the state and beyond.

New River Community and Technical College is now poised for greatness. With the support of the legislature and the citizens in the region served by the college, New River can become one of the most important higher education institutions in the state. New River Community and Technical College represents Southeastern West Virginia's promise for the future. With this challenge and a determination to meet it in mind, New River has embarked on the development of a ten-year facilities master plan that will allow the college to accomplish its mission in the nine county regions it serves.

Greater Expectations: A New Vision for Learning as a Nation Goes to College, a National Panel Report published recently by the American Association of Colleges, and Universities, observes that "College attendance has grown so rapidly over the past four decades that now 75 percent of high school graduates get some postsecondary education within two years of receiving their diplomas."¹ Older adults, for a multitude of reasons, have enrolled in community and technical colleges in increasing numbers. Many seek to improve their marketability by developing skills for first time employment, while others, already employed, seek to enhance current or learn new skills to further their careers and improve their social standing. "A college degree," the Report continues, "has in many ways become what a high school diploma became 100 years ago—the path to a successful career and to knowledgeable citizenship."* Students are flocking to college because the world is complex, turbulent, and more dependent on knowledge than ever before. As New River continues to respond to needs and increase access to an even broader range of students, the demand for additional programs and services will be a natural outcome.

Community college students attend college today in ways very different from the past. A rapidly rising majority pursue a degree by enrolling simultaneously in two or more institutions and "attending" by land-based travel or electronic linkage. Part-time enrollment and distance learning are now common. New River students manage part- or full-time jobs and family and community

¹ *Greater Expectations, A New Vision for Learning as a Nation Goes to College, National Panel Report, Association of American Colleges and Universities, 2002.

responsibilities while enrolled part- or full-time at the college. In many cases, these same students require remediation in math, writing, and reading to ensure their chances of success. Many seek childcare services, financial aid, developmental education, tutorial services, and a variety of other support programs in order to stay in and complete college. In today's ever-changing environment, New River students demand relevance in their education. They expect high quality training and an education based on real world needs.

3. Expectations of New River

Most students and many parents see New River primarily as the springboard to employment; they want job-related courses that lead to employment and career and social mobility. Many policy makers in the area view college as a spur to regional economic growth, and they urge targeted education and training that responds to local workforce needs. Business leaders seek graduates who can think analytically, communicate effectively, and solve problems in collaboration with diverse colleagues, clients, and customers. Furthermore, they seek graduates who have the interpersonal skills that are essential for success in cooperative, group work environments. Additionally, students who transfer to four-year colleges must have the prerequisite knowledge and skills necessary to be successful in baccalaureate studies. Finally, faculty members want students to develop sophisticated intellectual skills and appreciate the sciences, arts, and humanities at the same time they acquire those important competencies needed for career advancement.

In sum, the mission of New River Community and Technical College is broad based, and it is critically important that it have the resources and tools essential for meeting the multiplicity of challenges it faces. Facilities that are appropriate for the learning tasks they house are among the essential resources needed to make the community college promise a reality. West Virginia, its community and technical colleges and, more specifically, NRCTC take great pride in the progress made in giving more students access to college. But this work remains both unfinished and inadequate; access to community college education continues to be inequitable, especially for the poor and most minority groups.

4. Space Limitations

This failure to provide equitable access extends to facilities, with New River Community and Technical College "a leader" among those with inadequate venues for student learning—and falling further behind her sister institutions as time progresses. So poor are the facilities in Beckley that chemistry laboratory experiences are conducted in the college parking lot because the building lacks adequate ventilation to make experimentation safe. Students study in their cars

in the parking lot because appropriate learning facilities are not available. Such formidable obstacles make learning, even to minimally acceptable standards, very difficult. Only faculty creativity and the determination of students to learn ameliorate this situation.

In the region served by New River, the average rate of participation in college courses or programs is considerably less than state and national averages. Furthermore, NRCTC'S nine county service region, overall, has the lowest postsecondary education participation rate in West Virginia. Failure to provide adequate facilities to offer appropriate, relevant technical and vocational training courses and programs will make it much more difficult to increase the rate of postsecondary education participation. This is no where more true than in New Rivers service region. While New River's presence within the region has notably increased over the past three years, lack of adequate, appropriate facilities stands out among the problems that limit enrollment of students who seek career-related and transfer education. This barrier is most apparent among residents needing technical and vocational training, the instructional area impacted most by inadequate facilities. Citizens of New River's region should enjoy the same level of educational opportunity as those in other regions of the state.

5. Summary

In West Virginia, two-year colleges are vital access points for first generation college students. Colleges like New River are uniquely qualified to provide the educational programs and services to motivate and support these often less academically prepared and less financially able students. Without access to New River, such individuals in the college's service region would have little opportunity to attend college. Access, however, is more than opening doors, announcing instructional programs, and providing academic, financial, and student support programs. To be truly meaningful, access includes provision of instructional programs that span the diversity of student interests and address the full range of workforce education and training demands. This standard cannot be met without adequate facilities that are appropriate for all areas of instruction: general education, technical education and training, and developmental studies. As the following set of analyses and recommendations demonstrate, New River Community and Technical College is woefully deficient in facilities for offering such instructional programs, particularly those of a technical and vocational nature.

A plan is laid out for acquiring appropriate, relevant facilities. Achieving this vision will require concerted effort and action by all the stakeholders of the college. The college trusts that efforts to gain adequate facilities for delivery of a full range of educational programs and services will prompt our legislature and others to help in creating an institution that can respond to the *all* the needs in

our region. Until appropriate educational and training facilities become available, our region will remain underserved, and regional economic stability and development will be impeded.

The world is complex, interconnected and more dependent on thorough, relevant workplace knowledge and skills than ever before. If our region—our citizens, our children—are to be competitive, we must create learning environments appropriate to the full range of instructional needs.

MASTER PLAN RESEARCH, DATA AND PLANNING OBJECTIVES

Institutional Vision, Mission and Values

The purpose of New River is defined in its Vision, Mission and Values statements. These foundational statements under-gird the Planning Objectives for the Facilities Master Plan 2007-2017. The plan encompasses and addresses traditional planning concepts, including site development and improvements, property acquisition, new and renovated space needs, and infrastructure. The fundamental objective of this plan is to promote and advance student access by creating appropriate facilities.

The Board of Governors of the college reaffirmed the following Vision, Mission, and Value statements on January 11, 2007.

Vision Statement

New River Community and Technical College improves students' lives and enriches communities.

Mission Statement

New River provides comprehensive, affordable, high-quality post-secondary education, workforce training programs and services that are geographically or electronically accessible and that meet individual, business, and community needs of a diverse population in the college's region of responsibility.

To achieve this mission, New River Community and Technical College will:

Provide programs and courses of instruction, through the associate degree level, encompassing occupational technical education, transfer education, general education, literacy and developmental education, and continuing education;

Implement workforce development and customized training programs that will advance individual career development while meeting employers' needs for a highly-skilled workforce;

Provide innovative student support services that promote holistic development and student success;

Provide a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning;

Create an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship;
Serves as a vital link between secondary education and four-year colleges and universities;

Enrich local communities by making available resources in people, facilities, libraries, and programming;

Serve as a catalyst to help shape the future direction of communities in the college's region of responsibility;

Enhance economic, cultural, and educational development by developing partnerships between the college and local communities;

Ensure a healthy and safe environment on each of the college's campuses; and

Be fiscally responsible and accountable.

Values

The following shared values guide New River Community and Technical College in fulfilling its mission. These values influence thoughts, guide decisions, mold policies, and determine courses of action. These values include a commitment to:

Opportunity: Serving a diverse population through lifelong learning and student development services that are inclusive, accessible, affordable, and of the highest quality;

Teaching and Learning: Sustaining teaching excellence and setting high standards that promote and encourage student learning;

Effective Learning Environments: Maintaining innovative learning environments that encourage creativity and the acquisition of knowledge and skills that prepare students for dealing with changing work environments, for exercising responsible citizenship, and for leading rewarding lives;

Appropriate Use of Technology: Using technology effectively to enhance instruction and learning and to expand access to educational opportunities through distance education;

Professional Development: Encouraging excellence and renewal in faculty and staff performance by providing ongoing opportunities for professional growth and renewal;

Community Service: Serving local communities by providing facilities for cultural enrichment, promoting economic development and partnerships, and sharing leadership and college talent to meet community needs, and;

Accountability: Demonstrating good stewardship by making effective and efficient use of resources, thereby ensuring accountability to the state and to the communities the college serves.

New River's History and Culture

New River Community and Technical College is West Virginia's newest independently accredited institution of higher education. Founded July 1, 2003 by an enactment of the West Virginia Legislature, the college was independently accredited February 8, 2005 by the Higher Learning Commission of the North Central Association of Colleges and Schools. Although newly created and named, the college's origins span more than 130 years of service to West Virginia through its two parent institutions, Bluefield State and Glenville State Colleges. With the incorporation of the historic Greenbrier Valley campus, New River also continues the tradition of Greenbrier College—a tradition that reaches back to the founding of the Lewisburg Female Seminary in 1812.

New River was created by combining the community and technical college component of Bluefield State College with Glenville State College's community and technical college campus in Nicholas County, as mandated by HB 2224 and later refined by SB 448. New River serves an area that includes Fayette, Greenbrier, Mercer, Monroe, Nicholas, Pocahontas, Raleigh, Summers, and Webster counties.

A multi-campus entity with central administration in Beckley, New River combines tradition with innovation to meet the needs of its diverse service area. Combining a talented faculty with technological advances, the college employs a broad range of instructional methods, including web-based and other courses delivered through distance learning modes. The college's four campus facilities include Interactive Video Network (IVN) classrooms and Internet-connected computer labs that bring students an array of instructional opportunities. Many of these courses and programs are offered in partnership with institutions throughout the United States, and may be accessed at home as well as at the college. While the four campuses comprising New River Community and Technical College are evolving as separate learning communities that respond to distinct local needs, collectively they comprise a comprehensive institution linked by a common mission, and by a commitment to respond to the needs of educationally underserved people in the region as a whole, as well as to provide a skilled, educated workforce in southern West Virginia that is second to none.

During 2006, New River underwent administrative reorganization, made adjustments in its management concepts, and strengthened its communication infrastructure. These changes positioned the college to perform centralized services more efficiently, while at the same time providing for more creative, effective leadership at each campus. A major strength of the college is its maintenance of unity as an institutional entity, while encouraging a sense of community connectedness and responsiveness to local needs at each campus location. The Greenbrier Valley and the Nicholas County campuses have long histories of community support. The Beckley and Bluefield campuses are eager to foster community support in their respective geographic areas; however, facilities to provide appropriate courses, programs, and services represent a critically important component in the development of that support.

This is New River's first Facilities Master Plan. As a part of previous planning efforts by Bluefield State College, minimal planning studies were completed for the Greenbrier Valley campus in Lewisburg, the Nicholas County campus in Summersville and to a lesser degree, the Mercer County campus on the Bluefield State College campus. This information is included in the 2003 Campus Development Plan (CDP) of Bluefield State College. That document identified some needs of the Beckley and Greenbrier Valley campuses; however, those needs were framed in the context of Bluefield State and not New River, and did not address the facilities required for a fully-functioning, comprehensive community college.

Beckley Campus

New River Community and Technical College currently leases shared space from Bluefield State College in Beckley (Beckley Campus). In addition, New River leases a 5,000 square foot space for classrooms and an additional 7,000 square feet in the nearby Wilburn Building. In the fall of 2006, the college added 2,500 square feet of space for Central Administration offices on the second floor of the Wilburn Building. The total space leased is approximately 30,000 square feet, at an annual cost of \$268,438. Even as the college occupies this additional space, it does not have sufficient nor appropriate room to house offices or to meet the technical education needs of the community. In addition, space for general education classes does not meet basic classroom requirements. For example, chemistry experiments must be conducted in the parking lot because a required fume hood is not available in the classroom and laboratory work surfaces are folding tables without appropriate built-in equipment.

Prior to the founding of New River, a higher education center was envisioned in Beckley to allow a number of "out of the area" institutions offering classes away from their main campuses to consolidate their offerings and reduce lease and rental fees by using a new building to be constructed. As New River

took shape, it was slated to become the lead, and the coordinating, institution for delivery of community college education and training at the center. Unfortunately, full funding for construction did not materialize and the facility was reduced substantially in size. As currently conceived and being constructed, space available to New River in the new building will be minimal. The center will be managed by Forward Southern West Virginia, a local non-profit entity established to promote economic development and higher education in the region.

In Beckley, then, New River is left with its current conglomeration of disjointed, inadequate, and ill-suited space for conducting its operations. The result is a growing, dynamic institution in the largest population center of the region without appropriate facilities to accomplish the mission of the college, meet the needs of its citizens, or respond to the requirements of the business and industry community.

Greenbrier Valley Campus

The Greenbrier Valley Campus of NRCTC (then known as the Greenbrier Community College Center [GCCC] of Bluefield State College) shared space at the West Virginia School of Osteopathic Medicine until 1998. In the two years before, Lewisburg community leaders joined forces with BSC and various government agencies to renovate the former Greenbrier College main building, Greenbrier Hall, into the current and historically significant Lewisburg campus of NRCTC. By 2001, enrollment at BSC's Lewisburg location had increased to almost 700 students and a Space Assessment Study projected continued growth over the next several years. The Campus Development Plan (CDP) for Bluefield State College highlighted several opportunities for growth, including "technical, health fields, forestry and services related to hospitality." A city and community library was also contemplated as a cooperative venture on the GCCC campus. This project is now under construction on the Greenbrier Valley Campus of NRCTC and is to be completed in 2007. The Bluefield State College CDP also stated that GCCC had ". . . quickly outgrown all areas [of facilities required] to support the educational needs of its service region." It cited the need for: additional classroom space and an expanded bookstore. Additional specialized space for technical offerings, including more computers and an improved library, parking area, and storage rooms were also identified as needs.

In 2003, New River was formed and the mandate to deliver the full scope of community college programs created new challenges. Additional off-campus space was sought as a temporary solution for this problem. The CDP recommended against executing this plan as a long-term solution. Instead, the CDP planners "strongly" suggested that the West Virginia Department of Highways (then and currently leasing a substantial building on the campus that was formerly used by Greenbrier College as a student activity center) be

persuaded to seek other space for their operations and allow GCCC (now NRCTC) to expand into that facility.

The CDP summarized the key planning issue on the Greenbrier Valley campus succinctly in this way: “Growth is not dependent upon student availability [in the region] but upon the College’s ability to service them [additional students].”

Mercer County Campus

New River Community and Technical College did not exist as an independent entity at the time BSC’s 2003 Campus Development Plan was completed. Little of that analysis and subsequent plan addresses the facility needs of New River in the Mercer County area of its service region. New River’s presence on the Bluefield campus of BSC creates a very small—indeed an insignificant, footprint. Under current arrangements, New River’s few instructional programs share space with BSC’s associate and baccalaureate programs. There is little opportunity for establishing institutional identity or for fulfilling the breadth of the community college mission. This is particularly true in important underserved areas of technical education and vocational training. If NRCTC is to meet the needs of Mercer County and surrounding area residents as a comprehensive community college, appropriate “stand alone” facilities must be provided.

Nicholas County Campus

The current Nicholas County Campus of NRCTC was originally established as a rural, regional campus of Glenville State College to provide pre-baccalaureate programs for transfer to the parent institution in Glenville. It served this purpose well. A locally financed building of approximately 18,300 square feet, designed to support these kinds of programs, was both functional and attractive. This building was not, however, large enough nor functionally suited to house the Glenville State Community and Technical College component that was transferred to Summersville, was Nicholas County, in the years before BSC, and later NRCTC given responsibility for its operation. Nicholas County Campus faculty, staff, and students have made the most of the present facility, deficient as it is in office, instructional, and support service space—but if area residents are to experience the full array of community and technical college programming, additional facilities for faculty offices and for science, technology, and vocational education and training must be provided.

As the “new college” in the area, New River needs to more aggressively promote the community and technical college vision and mission, become more integrated into the culture, and earn the support of the Nicholas County

community. Interest in the college is growing; New River is coming to be seen as a trusted, valuable, educational partner in the region. Student enrollment at the campus has stabilized and appears to be increasing. What continues to be lacking are adequate facilities to fulfill the potential represented in these positive developments.

Goals and Approach

This document reflects the unique needs and interest of each of the four New River campuses and surrounding communities.

Goals

- Develop building plans to directly support the Mission, Vision and Values of New River Community and Technical College with the direct input of community leaders; business and industry; local political leaders, and college personnel;
- Create a plan to allow the college to deliver technical and vocational education on its four campuses;
- Promote unity of the institution while respecting the unique characteristics of the four campuses;
- Provide appropriate space to expand and support the delivery of developmental education, opportunities for increased socialization and interaction of students and faculty to improve retention and promote student success;
- Increase space for appropriate educational technology throughout the college;
- Develop a creative, logical incremental plan that provides direction for institutional growth for a ten-year time period.

Approach

To provide an open interactive process, planners held discussions with a wide range of campus stakeholders, community leaders, board members and students. The main components of the planning process included:

Data Collection

A series of campus visits and interviews with groups of administrators, instructors, staff, students and community representatives were held over several months. The consultant's observations of campus life, program offerings, student activities and operations were recorded. Previous planning documents and institutional documents such as the Academic Master Plan, Vision and Mission statements were studied. An Interim Report was created and submitted to the institution. The data collected was used throughout the planning process and the information is reflected in this plan.

Concept Development

Institutional goals and planning objectives along with data collected in the observation and interview phase were used to develop planning concepts. These concepts were presented to the campus stakeholders in a series of meetings and later refined according to received comments. A plan was created specific to the needs of each campus. A Preferred Plan was created from these discussions.

Facilities Master Plan

A final Facilities Master Plan was developed from the Preferred Plan outlining the planning needs over the next ten years and reflecting anticipated long-range institutional growth. Individual planning concepts were created to serve the specific needs of each campus and its community.

Data Conclusions

There will be a continued growth in the number of students seeking admission at all four campuses. Projections for growth over the next ten years clearly indicate that current facilities deficiencies on each campus will be further stressed without an immediate increase in the quantity and quality of campus space. Growth can be generally assigned to several interrelated areas. The demand for:

- General Education including basic sciences will remain strong. These offerings will expand proportionally with the growth in enrollment.
- Certain programs and courses will experience growth directed by local and regional needs. For example, healthcare, welding, hospitality, business and technology programs will respond to local business and industry needs.
- There will be an increase in the need for "rapid response" courses and programs that will react to shifts in business and industry, economic

growth, advances in technology, and other factors that influence the need for changes in the workforce. A by-product could be the demand for increases in weekend sessions and workshops.

- Non-credit programs will increase significantly as demands for certification and renewal become common place. Those requiring training or upgrading of skills will seek non-credit programs offered through New River.
- **Perhaps the most significant enrollment increase will come as a result of the college having appropriate facilities to offer technical and vocational programs.**

MASTER PLANNING FOR STUDENT SUCCESS

Contemporary Educational and Cultural Issues

Fundamental changes in the content and delivery of two-year college education and training and the changing mix of students served influence when, where and how services are offered. Collaborative services provided to meet student needs demand broader and deeper cooperative efforts among faculty and staff. Increasingly, faculty uses a variety of instructional methods to ensure student success. Students are expected to assume more responsibility for learning through active participation, peer-to-peer interaction and coaching from faculty. Today's students bring different expectations, skills, and cultural values to the classroom which differs significantly from their predecessors. These new paradigms require non-traditional classroom space and alternative learning environments and resources to accommodate the needs and demands of the changing student body.

Some researchers claim a decline in the proportion of students who start and then complete a college degree or certificate program. There is a growing need to improve the availability of student financial aid and to decrease the wide gap between high and low income students who participate in higher education. "A TEST OF LEADERSHIP: Charting the Future of U.S. Higher Education," by the Secretary of Education, Margaret Spellings, highlights the need for some form of post secondary education as vital to an individual's economic security, but also focus on expanded need for developmental education. The report addresses the rising numbers of college graduates who enter the workforce without the requisite skills required by employers. The Secretary's report underscores the importance of providing affordable, accessible, high quality education and training for all those who can benefit.

New River is poised to provide the citizens of southeastern West Virginia with the educational opportunities to change their lives. To do this, however, appropriate facilities are essential. To educate and train tomorrow's workforce in southeast West Virginia requires not only understanding of the challenges, but a vision and commitment to alter the status quo, to move forward with bold initiatives to engage the future. The Facilities Master Plan develops planning concepts to assist New River as it navigates new operational processes, pedagogical methods and the development of appropriate resources. The 2007-2017 Facilities Master Plan supports both the creation of new space and the modification of existing space to facilitate the vision and mission of the college. The renovations proposed to make efficient use of existing college resources, especially on the Greenbrier Valley and Nicholas County campuses, are important. However, creating a permanent home for the Beckley Campus and Central Administration offices is paramount to the college's growth. A building to establish the identity of New River in the Mercer County area is also critically important. Providing an appropriate balance between the need for new facilities

and the suggested renovation to existing space is important for the college's continued growth and its overall fiscal management.

Student Success and the Proposed Facilities

The space concepts developed in response to current and projected growth of the college should support real and anticipated needs for Greenbrier Valley and Nicholas County campuses. Space currently used to support general education courses, including basic science courses, should be gradually transformed to space designed to address individual student support needs to enhance retention and student success. These new spaces should provide for increased opportunities for students and faculty to interact in a comfortable setting to promote activities and collaborative learning, where time on task can be increased and timely feedback is possible. These spaces can provide opportunities for student-to-student interaction, and therefore, enrichment to educational and social experiences and increase the level of academic achievement.

Newly-created space must be functional and flexible so changes to the learning environment can be made quickly and easily to accommodate a variety of learning methods. The space must be equipped with educational equipment and tools that match the needs of the curriculum and learning styles. The spaces must be aesthetically pleasing and appropriate to a college environment. Research suggests that learning is enhanced when students feel comfortable and welcomed. Sufficient areas to gather and interact are important to provide active learning. Soft skills, especially those related to communication and interpersonal relations, are needed in the work environment. Spaces created to encourage student and faculty dialog enhances the development of these important skills. More and more community and technical colleges serve the community by sharing space to host educational meetings, community conferences, and social activities. Such events often help to build important linkages which lead to community education programs and even training programs for business and industry.

Studio classrooms will be created to enhance opportunities for student collaboration project-based instruction. Flexible laboratory space will be created to encourage both hands-on work and lecture/discussion. The information resources center will accommodate online resources and group study space in the learning commons area. Faculty offices will be centrally located to facilitate faculty/student interaction. The Student Success Center will provide tutorial assistance, testing, and counseling. Tutorial services will be co-located near the Learning Commons to increase the effectiveness and efficiency of the space. Professional development centers address the need for faculty and staff education and training.

Space designed to respond to specialized requirements of allied health, technical programs and short-term business and industry needs should be flexible and adaptable. Changes in training needs and requirements may demand alternative delivery methods and the college must be ready to make immediate changes to accommodate them. A variety of new space is required to offer allied health programs; technical programs such as machining robotics, welding, automotive services; and courses in culinary arts. These spaces are expensive to create and maintain; however, the space is essential to meet demands. The college envisions a number of large, multi-purpose high bay areas to house on-demand technical programs. Also, classroom and training space for criminal justice and homeland security programs is envisioned.

Trends Impacting the Future of the College

As the college looks to the next decade, it must be sensitive to the changing environment and its impact on programs and services if it is to be responsive to the needs of the citizens and communities it serves. With this in mind, the following information illustrates and supports the need for appropriate facilities for the college.

Enrollment Shifts and Patterns

- As New River promotes its programs and services throughout its region, enrollment will increase significantly. (See Enrollment Data Report in the Attachments) The college will dramatically increase its influence in the region and will become the institution of first choice for many recent high school graduates. Moreover, as the requirement for higher education increases, particularly for two-year degree and certificate programs, and retraining becomes commonplace for upgrading skills and enabling mobility, enrollment will increase in the non-traditional age groups as well.
- Enrollment will grow significantly as the college constructs appropriate facilities to offer technical and vocational training programs required in the region.
- Overall enrollment will continue to grow in both credit and non-credit programs. High school enrollment will experience a slight decline. However, New River will continue to grow as the college increases access for students currently underserved by the four-year colleges. Based on recruitment efforts, the college expects a dramatic shift in the number of graduating high school students attending the New River during the next five years.
- The college will become a gateway of access for traditional and non-traditional age students who would not have considered attending college

in the past. As a result, the base of students attending college in our region will grow and significantly increase the number of students who will continue their education to four-year colleges and beyond.

- The region continues to experience a low rate of participation in higher education relative to national standards for community colleges resulting, in large measure from lack of adequate facilities. Programs and educational approaches at New River likely to promote adult student growth include:
 - The expansion of remedial and developmental education programs offered in non-traditional formats;
 - An effort to bridge credit and non-credit instruction;
 - Incumbent worker training, customized to fit specific employer needs;
 - Short-term and accelerated technical programs conveniently offered;
 - Customized curricula focused on packages of skills developed for employability and mobility; and
 - Response to the need to socialize students in a global society, develop team building, critical thinking skills, encourage lifelong learning, and prepare students to embrace change as a way of life.

Career and Placement Services

- The college is exploring a partnership with the Region I, Workforce Investment Board to provide career and placement services. This partnership will allow the college to promote efficiencies resulting in better services to students and an overall cost savings to the college. Students will find full-and part-time employment through this service. Education and training can easily be matched to employer demands and competencies required in the workplace. As a result of these efforts, the college expects increased retention and satisfaction among our students.

Growth Opportunities

- The college has been successful and expects to offer additional outreach programs to incarcerated students within the region. The college will broaden partnerships in outlying areas and will offer expanded programs in dual credit, dual enrollment, EDGE, and tech prep programs.

- The college will offer on a limited basis due to facilities constraints general education courses at the Public Higher Education Center in Beaver, West Virginia. In addition to courses and programs offered by New River, the Center is expected to attract students interested in 2 + 2 programs with other regional colleges offering courses at the Center. As a result, we expect enrollment to increase.

Distance Education

- A growing number of students will take course(s) in a distance-learning format. Based on empirical data, most students enrolled in distance-learning classes will also enroll in traditional classroom-based courses. Distance learning can well promote access and retention for non-traditional students.
- Increased use of instructional television will create cost efficiencies and, therefore, courses will be offered and implemented on a regular basis at multiple sites.

Off-Campus Study

- Students will want off-campus learning opportunities, including experiential learning credit. Increased cooperative education programs, internships and clinical experiences will increase interest and retention.

Academic Programs and Faculty

- Distance-learning opportunities will grow in importance in order to meet the scheduling needs of a small, but growing percentage of current students and will attract new students who are unable or unwilling at various times to enroll in the college's classroom-based instructional offerings. Opportunities for students to mix distance-learning courses with classroom-based courses will be important to the College's adult student retention efforts.
- Technical education and skill development is in demand throughout the region. Without appropriate facilities the college is unable to address this critical and growing need. When facilities are addressed, enrollment will increase significantly.
- Smart Classrooms. Over the next decade, a large percent of classrooms will need to become "smart classrooms" defined as technology-friendly,

interactive instructional areas where world-wide educational resources can be accessed and received and then applied to time-sensitive learning.

- Faculty Resources. The growing use of technology by faculty in and outside the classroom is gradually changing and influencing faculty and student expectations about what constitutes appropriate learning. The technology will exist to individualize student learning based on learning styles and backgrounds. Both students and teachers will demand that individualized learning tools be used to improve student outcomes.
- Adjunct faculty will continue to be a necessary, indeed, vitally important resource for the delivery of the college's instructional program. Ensuring their effectiveness will require the college to provide appropriate office space and support services.
- Increasing opportunities for student socialization and interaction to enhance student learning will be critically important. With the oft-times busy schedules of community college students who balance a job, family and education, provision of such opportunities is essential. Based on research and the preponderance of evidence, 21st Century students will require semi-structured experiences outside the classroom to improve retention and learning. This will require appropriate space.
- Student services are integral to student learning and success. Socialization and the development of soft skills are demanded by employers and the development of programs and services to support the development of these critical skills require space and staff. The college must focus on the education of the whole person and not be limited to content transfer only.
- Programmatic change can be expected in all curricula, especially in the technical fields. Life science and allied health, education, communication arts, automotive, hospitality, law enforcement, forestry, homeland security, biotechnology, nanotechnology, security management, welding, machining, programmable controllers and robotics, computer information systems, and human services development are but a few areas demanding education and training in our region. New and emerging credit and non-credit programs are anticipated in e-commerce education, programs for certification and recertification, computer training, business, accounting, pre-pharmacy, pre-engineering, pre-nursing, funeral services, medical coding, international studies, import/export education, internship and clinical experience programs, computer security, distribution and transportation, and programs to meet the changing needs of the coal industry in West Virginia.
- The college expects additional partnerships and collaboration with public schools, sister two- and four-year colleges, community groups, businesses

and support agencies to encourage and improve the delivery of educational services throughout the region.

- One-time, limited-offering, and customized training programs will continue to grow in importance. These programs require flexible instructional space and office/meeting space that can shift from term-to-term, week-to-week or day-to-day to meet demands. Rapid response will require the availability of space that can be quickly brought into service.

Services

- Library resource demands will increasingly be met through electronic formats with remote access, and the college must have appropriate space available to accommodate these needs. Areas for quiet and group study are critical for students who take advantage of time between classes to study, work on collaborative projects, or do required research. The community college student balances school, family and often a part- or full-time job and appropriate and accessible study space is essential.
- Financial aid will continue to be a dominant factor in facilitating student access to college. Adequate and well-designed space for financial aid program management is essential.
- Web-based services and flexible options for buying goods and services will continue to expand in the larger society. Students will demand the same flexibility from the college. Registration, payment options, and other student services available through remote access are critically important. Services will be tailored to specific student needs and a one-size fits all approach will no longer address demands to provide timely services.
- The demand for short-term, accelerated and other special programs will create a growing need for temporary workspace to facilitate effective delivery of services to specialized student cohorts. Scheduling will require flexibility.
- The rapidity of change in technology and increasingly varied instructional approaches and services will require an expanded commitment to professional development for faculty and staff. Permanent, well-designed space for this purpose will be required.
- The evolving use of distance education to address access needs will require alternative approaches to classroom scheduling. Increasingly instruction will result in classrooms being used at periodic points in the semester rather than on regular three and four hour per week schedules.

In addition, training for faculty will be required for distance learning delivery systems.

- Wireless technology will mean that teaching and learning will be increasingly less place-bound making classroom space more flexible. Adequate infrastructure will be required.
- Changing expectations for effective communication will require that the college strengthen ways to provide accurate and quick information to students. New tools such as electronic signage, computerized information kiosks and information centers with real time, on demand services are required.
- Electronic storage of records will become the preferred method of records management in all cases except where legal requirements demand alternative hard copies. The college will require a records retention and management system.
- As the college grows, additional maintenance and storage space will be needed.
- Assembly space and conference space is essential. The college will require a large assembly hall for community and college use. Currently the college must rent space for essential functions such as graduation and large convocations.

Facilities Management and Security

- The college's commitment to education for older adults and those with disabilities will create growing pressure for physical space and learning tools on each campus.
- Safety, currently being addressed by a college-wide committee, should be paramount. Building systems, entranceways, and space layouts will need to address the growing societal demands associated with personal safety.
- As the use of technology increases, secure classroom and storage for equipment will become more important.
- Expanded hours of operation will impact the current college culture and finances. Security will be required on all campuses.
- Rising energy costs must be addressed through improved systems in current facilities and planning for energy conservation in the future.

2007-2017
NEW RIVER COMMUNITY AND TECHNICAL
COLLEGE FACILITIES MASTER PLAN

Facility Master Plan for Beckley Campus

This 75,000 square foot facility represents Phase One of campus development in this dynamically changing social and economic region of southern West Virginia. As illustrated in the campus site plan, a variety of academic programs, student services, and administrative structures included in the Facilities Master Plan accommodates the campus's anticipated enrollment growth to more than 3,000 students. Given the opportunity to build a new campus on a significant parcel, the Beckley campus will evolve around a formal and appropriate collegiate quadrangle and may include water features, nature trails, and athletic and recreational fields. Through land planning and outreach programs, New River Community and Technical College can celebrate the "community" aspect of its mission and become a very sought after place for not only its educational offerings, but it's overarching contribution to the physical, social, and economic enhancements to the region.

Phase One of the site plan will be the creation of an efficiently designed structure to house multiple functions. The Central Administration suite is planned to be located on the main floor level. Also included on this level is an easily accessible, 20,000 square foot technology center that can serve both the academic and workforce development training needs of the counties served by the campus. Appropriate space is dedicated to student services including development education, library and digital resource center, as well as a "front door" presence for college recruitment, admissions, and marketing services. The organization of the space along a powerful central axis will establish a sense of community within the structure, accommodate a continuous series of student and faculty interaction space, and create a clear connection from the main campus entrance to the subsequent phases of formal green spaces.

The upper floors of the facility will provide for a variety of general academic, science and health laboratory, and faculty spaces. The vertical circulation core, combined with both axial and radial circulation spines, can yield a broad range of classroom sizes and arrangements, while maintaining close connectivity with offices and, more importantly, student gathering areas.

Architecturally, the Beckley campus of New River Community and Technical College should be a dramatic expression of modern collegiate design. With strong foundations in classic materials, proportions, and details successfully integrated into a contemporary fabric of form and space, this facility will be attractive to students and business and industry partners of the region.

It is imperative that the New River Beckley campus have facilities that geographically, functionally, and symbolically support its role as the college's epicenter. The present condition of the Beckley New River physical plant as previously outlined not only limits enrollment growth by the lack of appropriate space but also presents an image inappropriate to its primary mission.

Planning Recommendations for the Beckley Campus

Therefore, the Facilities Master Plan recommends a new location, with appropriate space to both meet the needs of the current educational mission and its capacity for growth, to become the highest priority of the college. This plan strongly recommends building a new campus as the first and best option. Design concepts for a new campus will be fresh and will focus on the college's needs for specialized space while anticipating future growth.

The Beckley campus will house the central administration of New River and will have a full complement of educational offerings. This will include both general education programs, technical and vocational programs, and courses and specialized offerings for workforce development, customized training programs, non-credit courses for the community, and cooperative endeavors with other institutions.

The Facilities Master Plan recommends New River find suitable land approximately one hundred acres in size for the campus. The location should be convenient to major roadways and with access to utilities. Topography will be a determining factor in the property size as the percentage of land available for construction should be carefully evaluated. The recommended spaces for a community and technical college of approximately 1,000 students (Phase One only) are estimated to be:

- Multiple sizes of general educational spaces in studio classrooms and presentation spaces
- 9 studios of 26-28 students
- 2 studios of 40-49 students
- 2 presentation & demonstration halls with breakout areas for 100 students
- 3 case study studios of 45-49 students
- Various seminar and group project areas

The Technical wing educational spaces are estimated to be:

- 3 large labs with dual workspace and lecture
- 3 large flexible labs
- 3 studio classrooms with robust technology
- 6 Faculty offices with interaction areas
- Workrooms, storage and supplies

The administration and student center will include:

- Administrative offices
- Student services
- Learning commons
- Book store

- Community commons

Other space will include:

- Faculty offices with interaction areas
- Student social spaces with café
- Multiple student group study and solitary reflection spaces

The proposed Phase One facility would be approximately 75,000 square feet. A detailed program of spaces would be required prior to the development of detailed concepts.

Facility Master Plan for Greenbrier Valley Campus

Responding to existing inadequacies for general academic and student service space, as well as catalytic opportunities in facilities acquisition and new program development, the Greenbrier Valley Campus master plan is both practical and aggressive. Fundamental to the past and future success of this institution is a strong campus identity with sustained support from the Lewisburg community.

To meet the ten-year demand for teaching and learning space, and to support new and expanding fine arts programs, the Student Activities Building should be utilized once again by the College. Current plans illustrate the shared use of this facility by Greenbrier County for operation of a community pool. The remaining areas, providing approximately 23,000 square feet of remodeled space, can support a much improved student success center, library and digital resource space, as well as several classrooms, fine arts studios, and group faculty and adjunct office space. The open structure of the building is conducive to interior renovation and re-development for a highly efficient grouping of functions.

Through this conversion of new academic space, Greenbrier Hall can also experience improvements on several floors of the existing facility. At the lower level, relocation of the library to the Student Activities Center building and a relationship with the newly constructed public library facility will create the opportunity to convert the space into much needed student gathering and socialization settings. With increased areas for these functions ranging from quiet study to group collaboration to cyber coffee and deli bars, a more multi-dimensional college experience can be delivered to the student body. The existing fourth floor, currently with two laboratory spaces, can be expanded to provide a comprehensive science, chemistry, and allied health suite that utilizes the entire level.

Meeting the needs and suggestions of community government, business, and industry leaders, the 50-acre Salisbury farm can be developed to deliver workforce education, building trades, electronics, computer and programming technology training, welding and machining education, and other technical programs. As suggested in the planning diagrams, approximately 20,000 square feet of efficiently designed space in a single-story structure can accommodate up to eight large technical laboratories with appropriately proportioned faculty offices. Architectural detailing of the facility must relate to the powerful design of the Greenbrier Valley Campus and the city of Lewisburg. The adaptive reuse of the existing farmhouse for administrative and welcome center purposes can preserve a modest historic campus element comparable with the general sense of preservation in this sensitive community.

Planning Recommendations for the Greenbrier Valley Campus

Additional parking and road systems will greatly benefit from a professional parking study. Reorganization of the existing system along with a plan to separate vehicular traffic from pedestrians will improve both function and safety. The parking presently used by the Department of Highways will ease the current problem after New River acquires use of the activities building.

The paved area directly in front of the west entry of the main academic building should be replaced with suitable decorative paving for dual use as pedestrian access and delivery and emergency vehicles. A more economical solution would be to apply a color coat to the existing surface. Vehicles should be limited in this area as much as possible. The parking adjacent to the building should be eliminated when other parking becomes available. This should be replaced with lawn and planting buffer at the building base.

A new campus sign should be installed at the Washington Street entry. The exact point should be determined in conjunction with the planning of the final entry point location. A thoughtful and discreet sign for the college also is needed from the Church Street side. Other requirements include identity and directional signage for the main academic building and for the activities building when it becomes operational.

The front lawn area bordering Church Street should have a planting of new trees to become replacements for the older trees as they reach the end of their life cycle. These should be strategically placed to accent the building, not obscure it. The front lawn also should have more casual seating areas for students. The furniture should be for relaxation and quiet study and should reflect the historic character of the building and surroundings.

The college would also benefit from better accent lighting for the building and additional lighting on the upper areas.

A covered connector between the main academic building and the activities building should be considered. This will be a design challenge with the slope and differing architectural styles of the buildings but would be beneficial for the high pedestrian traffic anticipated.

Phase One, Student Activities Building

This building has been targeted for use since the initial move to this site by the college. It is imperative that the space within this building be renovated and made available for educational use as soon as possible. Currently, there are ongoing discussions regarding the community's use of the existing swimming pool. This plan assumes that there will be a positive outcome. In addition, the building requires a new roof which has been added to the capital improvement request for FY2007. Therefore the master plan recommends:

Level 1

The lower floor should have a complex of studio classrooms and faculty offices to support both the current classroom need and allow for future growth. These studios should be designed as flexible learning environments with a variety of breakout spaces in concert with the offices.

Level 2

This floor should contain a new center that will serve the campus community as a combined Learning Commons and Student Success Center. The principal elements within this complex will be:

- A digital information resource center with spaces for research, quiet study and group projects. A selected amount of printed reference and other materials will supplement the digital information. The college's relationship with the new community library will need study to determine the amount and type of printed materials available and how this association can serve the college and community.
- A faculty resource center to assist both full- and part-time faculty in development of teaching and learning skills and use of technology.
- A Student Success Center for student counseling, tutoring and general assistance in learning skills, developmental courses, including a math and writing center. This will allow expansion of services previously offered in the Learning Center in the main academic building along with the addition of new services.
- A "mixer" or interaction area that will encourage and support faculty and student encounters. If possible, a limited coffee café should be included as an important factor for socialization.
- Selected parts of this level should also be used as display space for the arts produced in the art studios on level 3.

Level 3

Utilizing the loft-like space and windows, a Fine Arts program space should be designed on the top floor. This space could contain studios for a variety of art forms and faculty offices along with a gallery.

Phase Two, Greenbrier Hall

The recommendations for this building are based on the renovation of the activities building and moving certain functions currently housed in this building. Once the Library and Learning Center are relocated to the activities building and additional classrooms and faculty offices are made available, this will make available space within the main building to expand certain functions and provide more efficient overall use.

Ground floor level

- Expanded Student Commons with a café and socialization area
- Expanded bookstore, display and storage
- General storage
- Student government offices, and
- Community service spaces.

Main floor level

- Expanded administration offices
- Conference and work rooms, and
- Possible faculty offices

Fourth floor level

- Upgraded biology and chemistry laboratories
- New allied health labs in south classrooms

General recommendations for Greenbrier Hall

- Upgrade classroom lighting with better control for projection
- Arrange classrooms to provide more marker boards and flexible furniture and use 20 percent minimum of stacking chairs
- Change lighting in telecast areas to lessen glare on monitors, and
- Remove carrels in hallways and larger traffic areas and replace them with groupings of soft chairs and couches for student use
- All instructional spaces to support new technologies

Phase Three, Salisbury Farm

This site is ideal for the creation of a regional Technical and Technology Center campus. It can serve business and industry, workforce development, and community needs as it provides classrooms and laboratories for:

- Building trades
- Machining technology
- Computer technology
- Welding
- Culinary arts
- Aquaculture
- Electricity
- Electronics
- Environmental programs
- Allied Health
- Forestry, and
- Others

This Center also could function as a conference and workshop facility for the area. The land is suitable for ponds and nature trails that could be used for educational and community needs.

The Facilities Master Plan recommends the following:

- Conduct a study of the structure, mechanical and electrical systems in the farm house to determine conditions
- Renovate the building to function as the main greeting area and as a facility to host small conferences
- Upgrade the walls and parking areas.
- Prune or remove older trees as needed, plant new trees
- Construct a new entry sign for the Farm
- Install new site lighting
- Build a new 21,000 square foot Technical and Technology campus building
- Raze the outbuildings as new ones are constructed
- Conduct a study with state and county agencies to widen the roadway to this site; and
- Depending on growth, an update to the master plan for Salisbury Farm campus may be needed within a five-year period.

Facility Master Plan for Mercer County Campus

This 32,000 square feet facility is planned to accommodate growth in student enrollment to 1,200 over a ten-year period. The current facilities at Bluefield State College severely restrict the possibilities for growth and service that resonate with the mission of New River. To satisfy long-term programmatic goals, a new facility would be required on a site that responds to changing needs of the region.

The building is arranged around a dynamic trapezoid-shaped academic commons/circulation space that feeds two lecture-style classrooms, eight general education classrooms and faculty offices. The academic commons space features a high ceiling (approximately 16 feet above to the bottom of the structure) that would welcome abundant amounts of natural light, with windows around the perimeter of the upper section. The commons will become the focal point of student and faculty interaction, student social interaction and intellectual exchange. The area will be characterized by a variety of intimate spaces to encourage small group participation, individual study and reflection. Wireless internet connections and comfortable work stations will attract student use. The space could feature a small coffee vendor for light lunch and snack demands. Students will have direct access to faculty with the immediate placement of faculty offices readily available to the commons area.

Four laboratories focused on workforce development and industry training needs are functionally grouped in a separate wing conveniently located adjacent to the commons.

This practical placement permits exterior access for outdoor laboratory and educational requirements. The grouping is situated beyond a 4,000 square feet Digital Resource Center providing access to economical and useful technological tools.

The raised section of the academic commons reinforces the “horizontal architectural expression” as the backbone of the building image. Materials that express contemporary technology, yet blend with a sense of traditional regional design should be used.

Planning Recommendations for the Mercer County Campus

The Master Plan therefore recommends that opportunities for New River to move to another location within its service area be explored. The college anticipates student enrollment projections of 500 – 600 students after five years and 1,000 – 1,200 students after ten years. Using an initial campus enrollment of 500 students will result in space needs estimated at about 32,000 square feet. A program of space needs will be developed to provide more specific direction for the project. In general terms the required spaces for this campus are:

- 8 studio classrooms
- 2 larger presentation studios
- 4 laboratories
- Faculty offices
- Learning Commons
- Administration, and
- Bookstore.

The educational opportunities for the Mercer County campus mirror those already identified in the region and addressed in this report.

Facility Master Plan for Nicholas County Campus

Building on the strengths of the existing campus structure, and responding concurrently to significant instructional space requirements, faculty office and laboratory space needs and the potential for new program development, Phase One includes additions and renovations of the main building. Key design elements including an open atrium area also addresses a clear opportunity to reconnect to the collective spirit of Summersville and its people.

Phase One

At present, faculty office space is provided by a modular building near the front entrance of the facility, which poses accessibility issues for the physically challenged. This modular building was intended as a temporary solution to space needs. It not only detracts from the physical environment, but also fails to meet the comfortable accommodating setting that encourages faculty and student collaboration, connectivity to the learning spaces, technology accessibility, and overall quality expectations of a professional faculty. Likewise, programmatic spaces capable of responding to regional demands for increased science and health laboratories and classrooms are needed. These critical and important spaces, in addition to expanded student gathering and socialization areas, are incorporated in a 10,000 square feet addition. The architectural design reflects the systems and materials of the existing campus, capitalizing on the use of glazing and situating the majority of the addition near some of the most pleasant outdoor spaces on the property. The jewel of the addition is a large multi-purpose, college and community gathering space and public plaza, designed to physically and metaphysically bring nature into the interior and welcome the community into the campus.

Phase Two

Future growth of enrollment and programs at the Nicholas County Campus are facilitated through the creation of a new technical training and technology facility that mirrors the existing building across the parking area. Again, architectural cues should be taken from the original structure to create a cohesive campus image. Four large technical lab spaces, meeting the variable needs of vocational education, workforce development, or business and industry training are shown on the ground floor. Other technical laboratories, not requiring physical connection to the exterior grounds, are located above and faculty support spaces are grouped appropriately with the classrooms. The resulting 15,000 square feet facility becomes a highly efficient and complimentary addition to the New River Community and Technical College campus in the city of Summersville.

Planning Recommendations for the Nicholas County Campus

There is no short-term solution that will solve the three major issues, classroom, science and allied health laboratories, and faculty offices. There is no space in the current facilities sufficient for these functions. Therefore a major addition to the building is necessary. The Facilities Master plan recommends an addition to the building of about 10,000 square feet that would include:

- Two general science laboratories for chemistry and biology
- Two allied health laboratories
- Faculty offices
- A flexible commons area for students and community use, and
- A student socialization space with small café.

This project should also upgrade the existing facilities by:

- Converting the space currently used for labs to studio classrooms,
- Construct a permanent wall between rooms 18 and 19
- Upgrade space for a bookstore
- Install wireless connectivity throughout
- Convert the existing commons area to student study/project/computer complex, and
- Additional parking should be considered.

CONCLUSION

Prioritization and Implementation Strategies

II. Beckley Campus

III. *Phase One*

A 75,000 square-foot facility represents Phase One of campus development in this dynamically changing social and economic region of southern West Virginia. As illustrated in the campus site plan, a variety of academic programs, student services and administrative structures included in the Facilities Master Plan accommodate the anticipated enrollment growth to more than 3,000 students.

Given the opportunity to build on a significant parcel, the Beckley Campus will evolve around a formal and appropriate collegiate quadrangle and may include water features, nature trails, and athletic and recreational fields. Through land planning and outreach programs, New River can celebrate the “community” aspect of its mission and become a very sought after place for not only its educational offerings but its overarching contribution to the physical, social and economic enhancements to this region of the state.

A. Greenbrier Valley Campus

Responding to existing inadequacies of general academic and student service space as well as catalytic opportunities in facilities acquisition and new program development, the New River Greenbrier Valley campus master plan is both practical and aggressive. Fundamental to the past and future successes of this institution is a strong campus identity with sustained support from the Lewisburg community.

Phase One

The Student Activities Building should be utilized once again by the college. Current plans illustrate the shared use of this facility by Greenbrier County for operation of a community pool. The remaining areas, providing approximately 23,000 square feet of remodeled space, can support a much improved student success center, library and digital resource space, as well as several classrooms, fine arts studios, and group faculty and adjunct office space. The open structure of the building is conducive to interior renovation and redevelopment for a highly efficient grouping of functions.

B. Phase Two

Greenbrier Hall can experience improvements on several floors of the existing facility. At the lower level, relocation of the library will create the opportunity to convert the space into much needed student gathering and socialization settings. With increased areas for these functions—ranging from quiet study to group collaboration to cyber coffee and deli bars—a more multi-dimensional college experience can be delivered to the student body. The existing fourth floor, currently home to two laboratory spaces, can be expanded to provide a comprehensive science, chemistry, and allied health suite that utilizes the entire level.

C. Phase Three

The 50-acre Salisbury Farm can be developed to deliver workforce education, building trades, computer programming technology training, and machining education and other technical programs. Approximately 20,000 square feet of efficiently designed space in a single story structure can accommodate up to eight large technical laboratories with appropriately proportioned faculty offices.

D. Mercer County Campus

Phase One

This 35,000 square foot facility is planned to accommodate the anticipated growth of student enrollment to more than 1,200 students over a 10-year period. The current facilities at Bluefield State College severely restrict the possibilities for growth and service that resonate with the mission of New River. To satisfy long-term programmatic goals, a new facility would be required on a site that responds to changing needs of the region.

E. Nicholas County Campus

Phase One

Phase One includes additions and renovations to the main building. Currently, faculty office space is housed in a modular building near the front entrance of the main campus building. This modular building was intended only as a temporary solution to space needs. It not only detracts from the physical environment, but also fails to meet the comfortable accommodating setting that encourages faculty and student collaboration, connectivity to the learning spaces,

technology accessibility, and overall quality expectations of a professional faculty.

F. Phase Two

Likewise, programmatic spaces capable of responding to regional demands point to the need for increased science and health laboratories and classrooms. These critical important spaces, in addition to expanded student gathering and socialization areas, are incorporated in a 10,000 square foot addition.

Future growth of enrollment and programs at the Nicholas County campus are facilitated through the creation of a new technical training and technology facility that mirrors the existing building across the parking area. Four large technical lab spaces, meeting the variable needs of vocational education, workforce development, or business and industry training are shown on the ground floor. Other technical laboratories, not requiring physical connection to the exterior grounds, are located above the faculty support spaces and are grouped appropriately with the classrooms. The resulting 15,000 square foot building becomes a highly efficient and complimentary addition to the New River campus in Summersville.

SUMMARY

The Facilities Master Plan, created directly from discussions with community members and college personnel, will link current and future demand for services and programs to the physical development of the college. The Facilities Master Plan matches demands for instructional programs and services and projected growth of the college with the need for new and renovated facilities. As enrollment at the college expands, the future is filled with challenge and promise. Demand for our two-year associate degree and shorter-term certificate programs leading to employment are increasing dramatically. Students seek opportunities to upgrade skills for employment, while others look for less expensive alternatives to complete the first two years of a four-year degree. Others seek opportunities for continuing education for skill development or leisure. If we are to fulfill our mission, appropriate facilities are essential.

We look forward to serving our communities and meeting new challenges brought forth by the recommendations of the Facilities Master Plan.

**Amendment
Of
New River Community and Technical College
Facility Master Plan
September 1, 2010**

Raleigh County (formerly Beckley) Campus

The New River Community and Technical College Ten-Year Facilities Master Plan projects four buildings will be constructed on the Public Higher Education site in Beaver, WV to accommodate future student enrollment growth and programmatic needs. The initial building, to be financed by state-level bond funds, is a \$13.5 million project consisting of approximately 45,000 to 50,000 square feet to house the Central Administration offices, as well as classrooms and laboratories of the Raleigh County Campus. The timeframe for future construction is not certain and will be determined by student demand and additional funding.

At The Higher Education Foundation December 15, 2009 meeting, the following motion was made in regards to the Public Higher Education property:

“Sites A and B be immediately reserved for New River’s immediate and short-term expansion plans and that sites C and D as presented on the concept map be optioned to New River for a period of 20 years with the understanding that, if at any time during that period, the Foundation or any other member institution secures both funding and a compelling need for site C or D, the New River option will be waived with the understanding that the best, if any, possible location within the perimeters of the Foundation’s remaining property will be substituted for site C or D.” The motion passed.



***New River Community and Technical College
2007 - 2017 Campus Facilities Master Plan
Amendment 2
February 5, 2011***

Be it resolved that on February 5, 2011, New River Community and Technical College Board of Governors approved Amendment No. 2, Construction of the Raleigh County Campus and Central Administration Building, amending the New River Community and Technical College Campus Facilities Master Plan (2007-2017), to allow for the construction of the Raleigh County Campus and Central Administration Building at the Public Higher Education Center in Beaver, West Virginia pending approval of a lease agreement between the College and the Higher Education Foundation.

Signed this third day of February 2011

*Leslie Baker, Chair
Board of Governors
New River Community and Technical College*

Resolution No. 24

www.newriver.edu

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Technical Training Center Ghent, WV

New River Community and Technical College faces unique challenges in its attempt to deliver technical education. The priority must be to serve the growing demands for a technically-skilled workforce in southeastern West Virginia. Because the college lacks a facility to deliver technical training, demands for a trained workforce cannot be addressed. We need the basic facility, infrastructure, and equipment to address the needs of the region and our state. These facilities have been made available to us at 527 Odd Road, Ghent, West Virginia.

The building constructed in 2002 is currently priced 50 percent below current replacement costs and well below the appraised value. We estimate the property size is sufficient to enroll 800 to 1,200 students in technical programs. This property would provide the following:

- 23 acres adjoining Interstate 77
- 10 offices
- 4 rest rooms
- 6 high bay areas
- Electric hoists
- Floor pits
- Fire alarm and sprinkler system
- Overhead doors
- Telephone and computer wiring
- Storage
- The building can easily be converted into classroom and laboratory space sufficient to support technical education programs
- An additional building of approximately 4,200 square feet would be appropriate for a welding laboratory or similar technology program
- A metal storage building is also located on the property

Initially, New River anticipates the following programs would be offered at this site:

- General Building Trades
- Plumbing/Piping
- HVAC
- Metal Technology
- Masonry
- Electrical
- Flexible Manufacturing
- Automotive/Diesel Technician

- Weatherization
- Welding

The use of the facilities for skills training is virtually unlimited. In addition to our proposed programming, our mining and timbering industries all need skilled workers and New River would be uniquely positioned to deliver these workers as soon as we could assemble the resources.

In addition to the programming above, we have assurances from businesses and agencies like CASE, Robert C. Byrd Institute and Appalachian Electric Power of their willingness to partner in technical education programs.



***New River Community and Technical College
2007 - 2017 Campus Facilities Master Plan
Amendment 1
September 9, 2010***

Be it resolved that on September 9, 2010, New River Community and Technical College Board of Governors approved Amendment No. 1 to the New River Community and Technical College 2007-2017 Campus Facilities Master Plan to permit the College to build the Central Administration/Raleigh County Campus at the Public Higher Education Center in Beaver, West Virginia.

Signed this ninth day of September 2010

*Leslie Baker, Chair
Board of Governors
New River Community and Technical College*

Resolution No. 25

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