



Review and Evaluation of the Campus Facilities Master Plan

West Virginia University at Parkersburg

September 2003





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Index

Governance Structures	Page iii
Change	Page iv
Purpose	Page 1
Summary of Process	Page 2
Mission of the College	Page 3
Summary of the Curriculum	Page 3
History of WVU Parkersburg	Page 4
Goals	Page 5
Master Plan Drawing	Page 6
WVU Parkersburg Building Inventory and Condition Summary	Page 7
Main Building	Page 8
Garage	Page 9
Tech Wing	Page 10
College Activities Center	Page 11
Center for Applied Technology and Training	Page 12
Caperton Center for Applied Technology	Page 13
Jackson County Center	Page 14
Business, Industry and Development Services	Page 15
Jackson County Center Annex	Page 16
Physical Changes Since the 1994 Master Plan	Page 17
Facility Additions	Page 17
Other Renovations and Improvements	Page 18,19
Summary Data – 10 year Change Effects	Page 20
Data pages	Pages 21-25
Student Demographics	Page 26-27
Instructional Space Assignment by Division	Page 28
Facility Deficiencies Identified by Review	Page 29
Response to Facility Deficiencies	Page 30
Facility Concerns Identified by Review	Page 31-33
Response to Facility Concerns	Page 34-36
Critical Facility Issue	Page 37
Recommendations Regarding The Response to the Critical Facility Issue	Page 38,39
Review and Evaluation of 1994 Campus Facilities Master Plan	Page 40
Planning for the Future	Page 41
Property Acquisition Opportunities	Page 42
Conclusion	Page 43

GOVERNANCE STRUCTURE OF WEST VIRGINIA UNIVERSITY AT PARKERSBURG

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CHANGE-

The consequence of failure is change.

The consequence of success is change.

The consequence of change is change.

PURPOSE

In the fall of 2001, the Chancellor of West Virginia's Higher Education Policy Commission requested that each institution provide an update of that institution's Campus Facilities Master Plan.

This is WVU Parkersburg's response to that request.

The purpose of this report is three-fold:

1. By policy, each public institution of higher education in West Virginia is to provide an update of that institution's Capital Facilities Master Plan to its governing board and to the Higher Education Policy Commission at least every 10 years, if not more often. The last Master Plan submitted by WVU Parkersburg was dated March 1994.
2. By policy, each public institution of higher education in West Virginia is to prepare and report near term plans for campus development and individual campus development projects in a cycle which keeps the institution's governing board and the Higher Education Policy Commission informed of that institution's capital needs, and the institution's progress in meeting those needs.
3. By performing this review, the institutions may evaluate and reaffirm or reject individual elements of previous campus facilities development plans, allowing for adjustments or modifications to the development plan that reflect evolving college priorities.

This report is West Virginia University at Parkersburg's response to its review and evaluation of the March 1994 Campus Facilities Master Plan prepared for WVU Parkersburg by Burgess and Niple, Ltd.

This report has been prepared by the staff of West Virginia University at Parkersburg.

SUMMARY OF PROCESS

To satisfy the goals of this report, West Virginia University at Parkersburg has elected to **review** and **evaluate** the comprehensive Campus Facilities Master Plan produced in 1994. By taking this path, WVU Parkersburg expects to **retain** the elements of the 1994 Master Plan which remain valid in 2003, **reject** the elements which are no longer applicable, and then **build** upon that framework to outline general principles to guide the future physical development of the college. The 1994 Master Plan was broad in scope, exhaustive in analysis and insightful in its recommendations. The college continues to embrace the basic concepts contained therein relating to campus development.

The summary and recommendations produced by this report will be supplemented by specific development plans as those plans become feasible. It is not the intention of WVU at Parkersburg to propose extensive physical development projects which are unsupportable in the current economic environment.

A review of the extraordinary physical growth that WVU at Parkersburg has experienced since 1994 indicates, in some measure, the success of the 1994 Master Plan as a guide for campus development. A record of that growth is contained within this report, as are data defining the current status of the college's facilities. Deficiencies noted are typically the same deficiencies noted in the 1994 Master Plan, and the concerns listed are achievable issues that marginally impact the conduct of the college's mission.

The one issue of **critical concern** is included in this content, but that issue is well known at this time, and supported by separate, specific analysis and reporting.

THE MISSION OF WEST VIRGINIA UNIVERSITY AT PARKERSBURG

West Virginia University at Parkersburg provides community-focused, accessible education dedicated to academic excellence and designed to prepare students to achieve their potential. A regional campus of West Virginia University, WVU at Parkersburg is an open admission institution that delivers academic and career programs ranging from certificates to select baccalaureate degrees. The institution also serves as a host site for graduate education. WVU at Parkersburg with its Jackson County Center offers educational, social and cultural opportunities; encourages life-long learning; supports economic and workforce development; promotes progressive partnerships, and advances regionally and globally responsive education in a student-centered learning environment.

A SUMMARY OF THE CURRICULA AT WEST VIRGINIA UNIVERSITY AT PARKERSBURG

West Virginia University at Parkersburg offers a blend of technical, transfer and baccalaureate programs. Included are four Certificate programs; fourteen Associate in Applied Science degrees; an Associate in Arts (transfer) degree; four Associate in Science degrees; and three Baccalaureate degrees in Business Administration, Elementary Education and Applied Technology. Also available are the Regents Bachelor of Arts degree, a Bachelor of Science in Nursing complete degree, and a Bachelor of Science in Criminal Justice degree in cooperation with other institutions. Current credit enrollment is 3,443, with another 5,000+ persons served in non-credit classes, seminars, workforce development training and workshops. WVU Parkersburg is a community college offering limited baccalaureate degrees.

HISTORY OF WEST VIRGINIA UNIVERSITY AT PARKERSBURG

In the late 1950's, the citizens of Wood County initiated a campaign to establish a public institution of higher education in the Parkersburg area. With the cooperation of West Virginia University, the Parkersburg Branch of WVU was opened in September of 1961 in a condemned and abandoned elementary school. That first semester, there were 104 students and six faculty members.

In 1965, the citizens of Wood County further expressed their support for expanded higher education opportunities in the Parkersburg area by passing a \$3.6 million bond levy for the purpose of constructing a new facility for the WVU Branch on property donated by the Wood County Court. Construction began in 1967 and the new West Virginia University-Parkersburg Center complex was occupied in 1969. This was the first, and remains the only, state-supported higher education institution in West Virginia funded by a local initiative.

Following enactment of legislation to create a statewide community college system, the institution became the first comprehensive community college in West Virginia in 1971. Enrollment at the new Parkersburg Community College topped 2,000. A satellite campus of PCC was established in Ripley in 1974 to serve the needs of Jackson, Roane and Mason counties, and in 1975, combined enrollment topped 5,200 students.

In 1989, concurrent with a reorganization of the state's higher education governance structure, PCC became a regional campus of West Virginia University and re-named West Virginia University at Parkersburg. This new institution expanded its community college curricula to add baccalaureate degrees in Business Administration and Elementary Education in 1991, and a third bachelor's degree in Applied Technology – the first of its kind in West Virginia – was added in 2001.

In 1999, with the completion of the Caperton Center for Applied Technology, WVU Parkersburg became the first higher education institution in West Virginia to partner with a county secondary school system to deliver a shared technical curricula in a jointly-owned facility designed and constructed specifically for that purpose.

Located on a 126-acre tract in Parkersburg and on 3.6 acres in Ripley, WVU Parkersburg serves as a higher education center for a seven county region, including Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood. In addition to its own curricular offerings, the college hosts undergraduate and graduate offerings of WVU and Marshall University's Graduate College. The college's Business, Industry and Development Services division offers workforce testing and customized training and participates as an economic development partner in the Mid-Ohio Valley.

GOALS FOR CAMPUS DEVELOPMENT

The goals for any community college's campus facilities development plan should reflect the following:

1. The plan must acknowledge and serve the mission of the institution.
2. The plan must help establish a vision and identity for the college as a clear and attractive concept to sell to its customers.
3. The plan must recognize the need for practicality and the wise use of resources.
4. The plan must encourage flexibility and allow the college to stay positioned and prepared to respond to opportunities as those arise. The college, in turn, must be selective and protective.
5. The plan must serve the users.

Future Master Plan for West Virginia University at Parkersburg

Legend	
A	Existing Building
B	Proposed Main Entry
C	Proposed Academic Building
D	Proposed Learning Resource Center
E	Proposed Parking and Perimeter Road System
F	Future Academic Cluster
G	Future Science/Technology Cluster
H	Future Academic Building Location
I	Future Academic Building Location
J	Future Student Union Location
K	Proposed Pedestrian Artery
L	Proposed Recreation Area
M	Future Parking



WVU PARKERSBURG BUILDING INVENTORY AND CONDITION SUMMARY

West Virginia's Higher Education Central Office records college facility data according to the date of construction, campus location and gross square footage. No standardized information regarding building condition is requested, other than through the Capital Projects and Deferred Maintenance reports. WVU Parkersburg reports an inventory of 9 buildings on 2 campuses. A photograph of each facility, a short description and a summary of the general condition of each of WVU Parkersburg's facilities appear on the following pages.

The Higher Education Policy Commission has initiated a state-wide inventory of college buildings, which data will be merged with the institution's enrollment file to produce both a standardized listing of inventory, and to establish use patterns and utilization efficiencies as an aid to the evaluation of the institution's capital repair, replacement and growth needs. The data collection phase of this work has been completed, and the inventory portion may be in print form by the date of release of this report. The utilization data is to be completed within a year thereafter.



Building 31-01-001 is the original campus building, constructed between 1967 and 1969 and occupied in 1969. The “**Main Building**” is a one- to four-story masonry and steel facility which consists of 114,621 gross square feet and contains most of the central administrative functions of the college, a faculty wing of academic offices, a small lecture hall which doubles as the College Theatre, and the classroom tower, within which is housed the major portion of the college’s general purpose classrooms and science labs. These general purpose classrooms support the core of WVU Parkersburg’s curriculum. Construction of this facility and the development of the campus upon which it rests were funded by a bond levy passed by the citizens of Wood County, and the donation of property (the former county poor farm) by the Wood County Commission. This building is debt-free.

The general condition of this building is above average.

The mechanical condition of the building is below standard in both HVAC and electrical supply categories, with electrical supply having exceeded code recommendations for panel capacities.

The structural condition of this building is of **critical concern**, with 30-year-old subsidence issues leading to questions about safety and longevity.

The weather envelope of this building is below average. The 20 year old EPDM roof is ready for replacement, and brick veneer separations caused by subsidence are allowing for blown-in rain. Most windows are single pane.



Building 31-01-002 is a 403 square foot single story concrete block **garage** built in the 1950's which became college property with the donation of additional acreage for college purposes by the county commission. It is currently used for salt storage during snow removal. This building is debt-free.

The general condition of this building is below average, but is well suited for its current function.



Building 31-01-004 is the **"Tech Wing"** addition to the main building, constructed in 1974-75 and occupied in the fall of 1975. The Tech Wing is a two-story masonry and steel facility of 72,995 gsf which houses technology shops, classrooms, the campus print shop, computer labs and the maintenance department on the ground floor, and the Library and Bookstore on the first floor. Funding for the construction and furnishing of the Tech Wing was made possible by a grant from the Appalachian Regional Commission. This building is debt-free.

The general condition of this building is above average.

The mechanical condition is above average, with significant recent investment in both mechanical and electrical systems.

The structural condition is above average.

The weather envelope of this building is above average, with the roof being replaced in 2000. The south facing windows of the Library are single pane, which causes problems with solar heat gain.



Building 31-01-008 is the **College Activities Center**, constructed in 1987-89 and occupied in the spring of 1989. The College Activities Center is a two-story masonry and steel facility of 35,400 gsf which houses the college cafeteria, a day care center, student lounge, meeting rooms, classrooms, recreation facilities and a large multi-purpose room which can function as a gymnasium, performance hall or conference center. The Activities Center is attached to the main building, although the mechanical systems are separate. Funding for this facility was through centrally-issued capital bonding by the Higher Education Central Office, matched by WVU Parkersburg funds. WVU Parkersburg pays debt service on this facility.

The general condition of this building is superior.

The mechanical and electrical conditions of this building are superior.

The structural condition of this building is superior.

The weather envelope is satisfactory.



Building 31-01-009 is the **Center for Applied Technology and Training**, constructed in 1988-89, and occupied in the fall of 1989. The Center for Applied Technology and Training is a single-story masonry and steel addition to the Tech Wing of 8,275 gsf and currently contains general purpose and technology classrooms and labs and some storage. Funding for this facility was provided by a grant from the Economic Development Authority, with matching funds from WVU Parkersburg. This building is debt-free.

The general condition of this building is superior.

The mechanical condition is average due to poor HVAC performance, but electrical condition is superior.

The structural condition of this building is superior.

The weather envelope is satisfactory.



Building 31-01-010 is the **Caperton Center for Applied Technology**, constructed in 1997-99 and occupied in the fall of 1999. The Caperton Center is a two-story, freestanding masonry, steel and light-duty construction building built as a state model for a facility combining secondary and post-secondary technology curricula and business and industry training. The Caperton Center contains general purpose classrooms, several specialized shops and labs, an administrative suite of offices, student lounges and a small auditorium. Funding for the construction of this facility was shared by the West Virginia School Building Authority, the Wood County School system, WVU Parkersburg and the HECO. The Caperton Center contains 57,503 gsf. This building is debt-free.

The general condition of this building is average.

The mechanical condition of this building is below average, with poorly functioning and oversized HVAC systems. Electrical systems have been subject to repeated failure. Maintenance and operation costs for this building are double the costs of other campus facilities.

The structural condition of this building is tenuous, a result of poor design, poor construction execution and the use of inferior building materials which will result in a shorter life span than would be optimum.

The building envelope is satisfactory, but contains excessive roof penetrations.



Building 31-02-011 is the **Jackson County Center** main building in Ripley, WV, purchased, renovated and occupied in 1994. The Jackson County Center main building is a two-story, freestanding masonry and steel building with exposed laminated beams and wood roof decking. The Jackson County Center serves as a satellite campus for WVU Parkersburg, providing access for students from Jackson, Roane and Mason counties. This building contains 17,150 gsf and houses general purpose classrooms, a science lab, faculty offices and a large student lounge. Funding for the purchase of this facility was provided via a lease/purchase agreement with the Jackson County Building Commission; renovation costs were borne by the college. WVU Parkersburg pays debt service on this facility.

The general condition of this building is above average.

The mechanical condition of this building is improving, with the roof-mounted, electrical resistance heat HVAC units being replaced with gas-fired units at the rate of one every other year.

The electrical condition is average.

The weather envelope is below average, with a portion of the roof needing replacement, and much of the pre-renovation glass being single pane



Building 31-01-013 is the **Business, Industry and Development Services** building, purchased in 1999 and occupied in 2000. This facility is a single-story, freestanding metal “Butler” style office building of 7,371 gsf located on the main campus. This building houses the BIDS functions, an SBDC office, conference and meeting rooms, a computer lab and the college Foundation and Alumni Association offices. Funding for the purchase of this facility was via funds generated by the sale of bookstore inventory to a new vendor; renovation costs were borne by the college. The building is debt-free.

The general condition of this building is above average.

The mechanical condition is above average, with two of three HVAC units being replaced during or since purchase.

Electrical condition is average.

The structural condition is below average, the building being a steel shell with an average life of 30 years, with fewer than 15 years remaining.

The building weather envelope is above average, with roof rehabilitation occurring after purchase.



Building 31-02-014 is the [Jackson County Center Annex](#), purchased, renovated and occupied in 2003. This single-story, wood frame facility of 3,500 gsf is adjacent to the JCC main building and supports the satellite campus function. The building houses two computer labs and the Center's administrative offices. Funding for the purchase and renovation of this facility was provided through the Legislative budget. Infrastructure renovation and furnishing costs were borne by the college. This building is debt-free.

The general condition of this building is superior.

The mechanical condition is above average, with the two HVAC units being less than 10 years old.

The electrical condition is above average, all fixtures being new.

The structural condition is above average, additional structural attention being given during renovation.

The building weather envelope is above average. The roof is scheduled to be replaced for cosmetic reasons in 2004.

PHYSICAL CHANGES SINCE THE 1994 MASTER PLAN

A DECADE OF CHANGE

A remarkable number of changes in the physical resources of WVU Parkersburg have occurred since 1994. These changes have allowed the college to undertake new curricula, expand certain community-support activities, provide a larger quantity and more appropriate space for our satellite campus in Ripley, and to address infrastructure deficiencies. Some of these changes were specifically suggested in the 1994 Master Plan, but most have occurred by applying a general principle espoused by the Master Plan: to remain flexible, willing and prepared to act when opportunities arise. Change occurs when opportunity and desire intersect. Generally, therefore, the acquisition of new facilities at WVU Parkersburg has occurred by responding to funding opportunities from external sources, rather than by strategic action. These changes include:

I. Facility Additions at WVU Parkersburg since 1994

1. The acquisition and renovation of a new facility for the Jackson County Center in 1994 doubled the size of that operation, and, in particular, relieved the overcrowding of their previous location. This was a college priority, funded by a lease/purchase arrangement in cooperation with the Jackson County Planning Commission.

2. The addition of the Caperton Center for Applied Technology in 1999 allowed WVU Parkersburg to pilot a new venture for the state of West Virginia—the co-location of technical education resources from both higher and secondary education into a single facility. A number of new curricular areas were added, revised and refined with one notable result being the establishment of new degree offerings including a Bachelors Degree in Applied Technology. This was a response to an opportunity arising from a state-level priority. The facility and the program were funded jointly by the WV School Building Authority, the Wood County Schools, WVU Parkersburg and the Higher Education Central Office.

3. The acquisition and renovation of a former regional church office building allowed the development of a permanent home for the college's Business, Industry and Development Service functions in 2000. This permitted the consolidation and expansion of the college's existing business and industry support and workforce training functions, provided dedicated space in a convenient location for their activities,

consolidated similar functions (the SBDC and Industrial Extension Services) under one roof and allowed that program to become one of the leaders in this type activity among state colleges, an area of emphasis for community colleges as directed by the Governor and the Legislature. This was a college priority, funded by proceeds of the sale of bookstore inventory to a new out-source vendor.

4. The acquisition and renovation of a second building for the Jackson County Center operation was completed in 2003. The Jackson County Center has become a convenient, efficient and powerful engine for delivering higher education curricula in that region of the state. This second building permitted the addition of two new classrooms, two new computer labs and allowed the administrative function to be housed in a more appropriate setting.

II. Other Significant Physical Changes, Repairs and Improvements since 1994

1. The roof of the 1975 addition (Library, Bookstore and Tech Wing) was replaced. This project was necessary not only because of the age of the roof, but also permitted an increase in the insulation and heat rejection qualities of the roof assembly and thereby enhanced the effectiveness of the HVAC.

2. An Indoor Air Quality Measure was undertaken in the Welding Shop. Twelve additional welding booths were constructed, then all 24 booths were provided with exhaust air systems at both work and ceiling height. A make-up air system was installed to provide heated supply air, and a 600 amp electrical service upgrade was installed to balance electrical loads and eliminate code violations and safety concerns.

3. Three 150 hp low-pressure steam boilers were replaced in the main building. These boilers provide steam for both heating and cooling in the 1969 and 1975 buildings. The replacement boilers are more efficient, more effective and more reliable and should last 25 years.

4. All asphalt surfaces on the main campus were repaved. Visual improvements (new greenbelts, landscaping, marking, signage and underground drainage) accompanied the paving work. A new parking lot for BIDS was engineered and installed.

5. Internal renovations provided an administrative and operational home for the disabled student services program.

6. Reorganization and renovation of the EDA building has provided 5 classrooms, two labs, and a computer service and storage area.

7. New and upgraded utility services for the campus were provided. A new mile-long 12" dedicated water main extension will supply fire-protection and domestic water for all current and future buildings without the need for pumps and tanks; a new 13,700v electrical feed to the Caperton Center was installed with parallel taps to provide service to two future building sites; the campus' package sewage treatment plant was retired, all waste now being treated by the local PSD.

8. Reorganization of the Tech Wing has provided a Welding Fabrication Shop of over 4,000 sf.

9. Eighteen of the college's restrooms have been renovated to meet the accessibility requirements of the Americans with Disabilities Act. Automatic door openers have been added to all buildings.

10. The largest renovation project undertaken in the past 10 years, both in terms of cost and of scope has been the installation and upgrade of the campus data-computing network. One hundred percent of the 1992 data wiring (184 users) has been replaced with Category 5e+ wiring to serve the approximate 1,000 campus network user locations. Fiber optic links to external providers and for internal distribution to 7 remotely distributed Cisco switches now connect all main campus buildings. This project has taken over four years to complete at a cost in excess of \$500,000.00.

NOTE: Projects 1 – 4 were undertaken as a result of one-time funding made available by West Virginia University in the amount of \$729,000.00.

SUMMARY DATA – 10 YEAR CHANGE EFFECTS

Since 1992, the data year upon which the 1994 Campus Facilities Master Plan was based, the following facility changes have occurred at WVU Parkersburg:

The total square footage on WVU Parkersburg's 2 campuses has increased by 27% (85,524 square feet) from 231,694 gsf to 317,218 gsf as follows:

Jackson County Center main building (1994)	17,150
Caperton Center for Applied Technology (1999)	57,503
Business, Industry and Development Services (2000)	7,371
Jackson County Center Annex (2003)	3,500

The college's property holdings have increased from 122.25 to 129.55 acres, reflecting the addition of two properties in Ripley for the Jackson County Center, and the addition on the main campus of the BIDS property.

Of the college's total facilities, the quantity of space dedicated to direct instructional (classroom and laboratory) functions has increased 30% from 66,948 asf to 95,725 asf. The number of general purpose classrooms has increased 40%, from 26 to 43, and the number of class/labs, laboratories and other specialized instructional spaces has increased more than 50%, from 29 to 60. Of the 60 class/laboratories, 6 are dedicated to use by the public school component of the Caperton Center for Applied Technology, a joint high school/college vocational facility. See the "**Instructional Space Assignment by Division**" page for more information about current distribution of academic facilities.

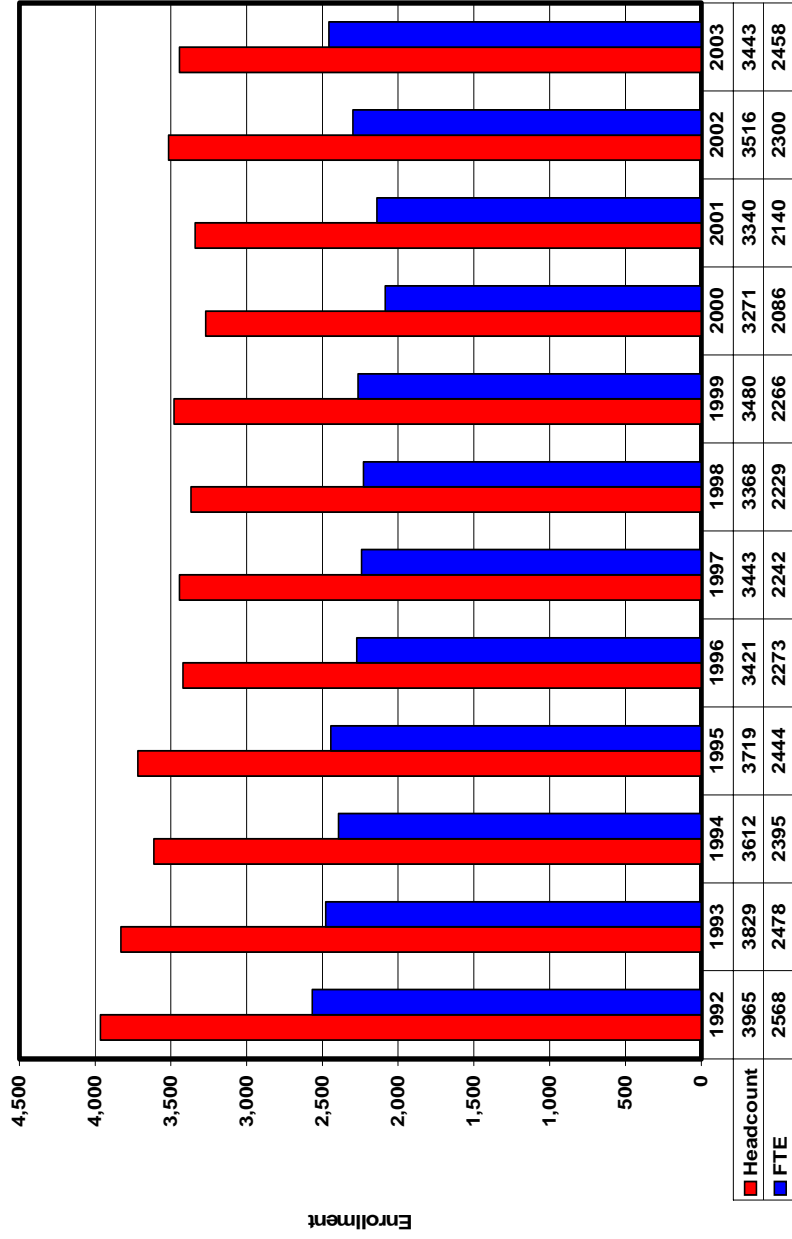
The number of student-use computer labs institution-wide has grown from 4 to 15.

The percentage of total space dedicated to direct instructional function has increased from 28.89% to 32.44%.

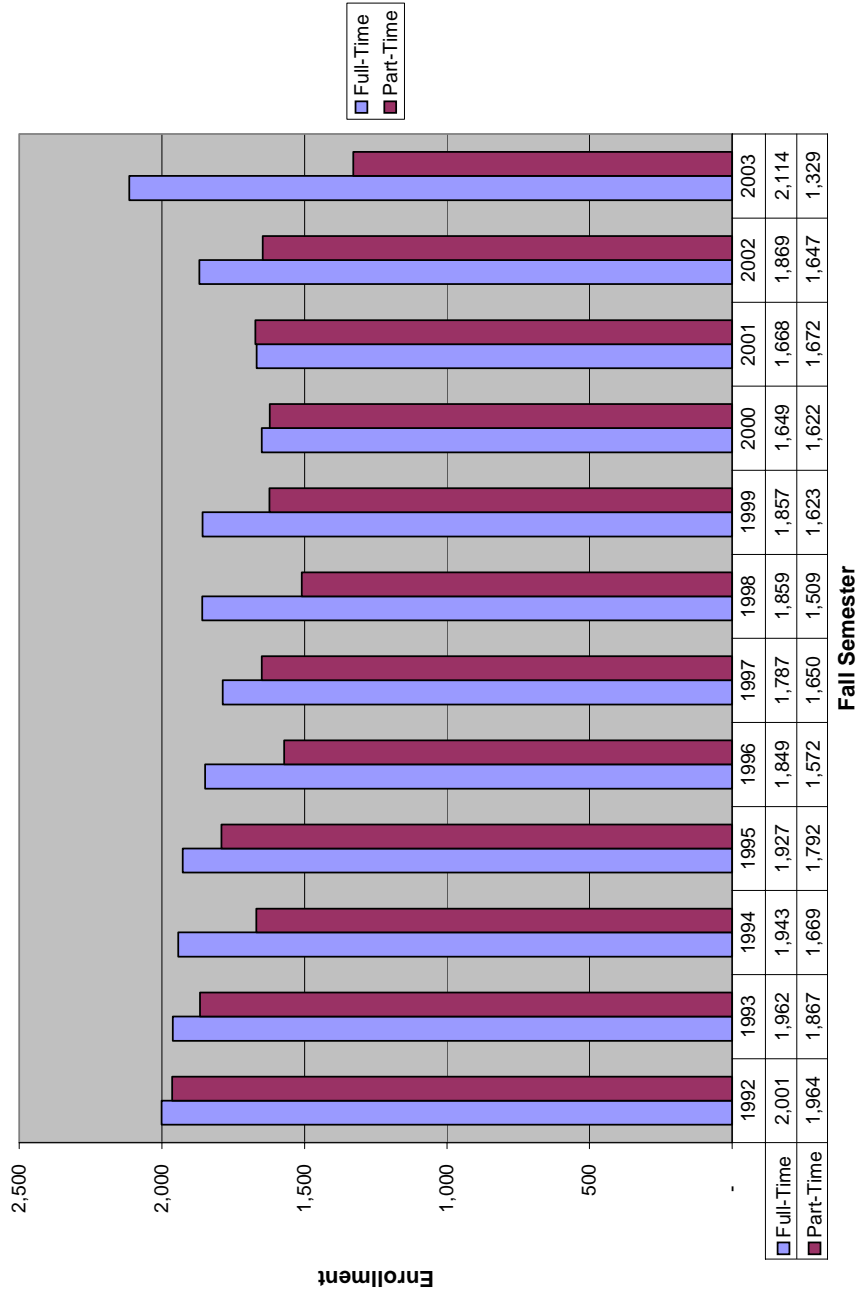
The college's FTE enrollment has varied only slightly over the past ten years, from 2568 in the all of 1992 to 2458 in the fall of 2003. As a result, the ratio of instructional square footage per FTE has risen from 26.09 asf/FTE in 1992 to 38.46 asf/FTE in 2003. A large part of this change may be attributed to the types of spaces added, primarily large, dedicated-use vocational/technical labs.

In part because of the growth in the quantity of available instructional spaces, a restructuring of the curricular delivery schedule has occurred which is more attractive to students and faculty. M-W, T-Th or Friday only class schedules are the week-day norm, along with a greatly increased selection of Alternate Delivery System classes via Internet, satellite or at off-campus sites.

ENROLLMENT 1992-2003 IN HEADCOUNT & FTE



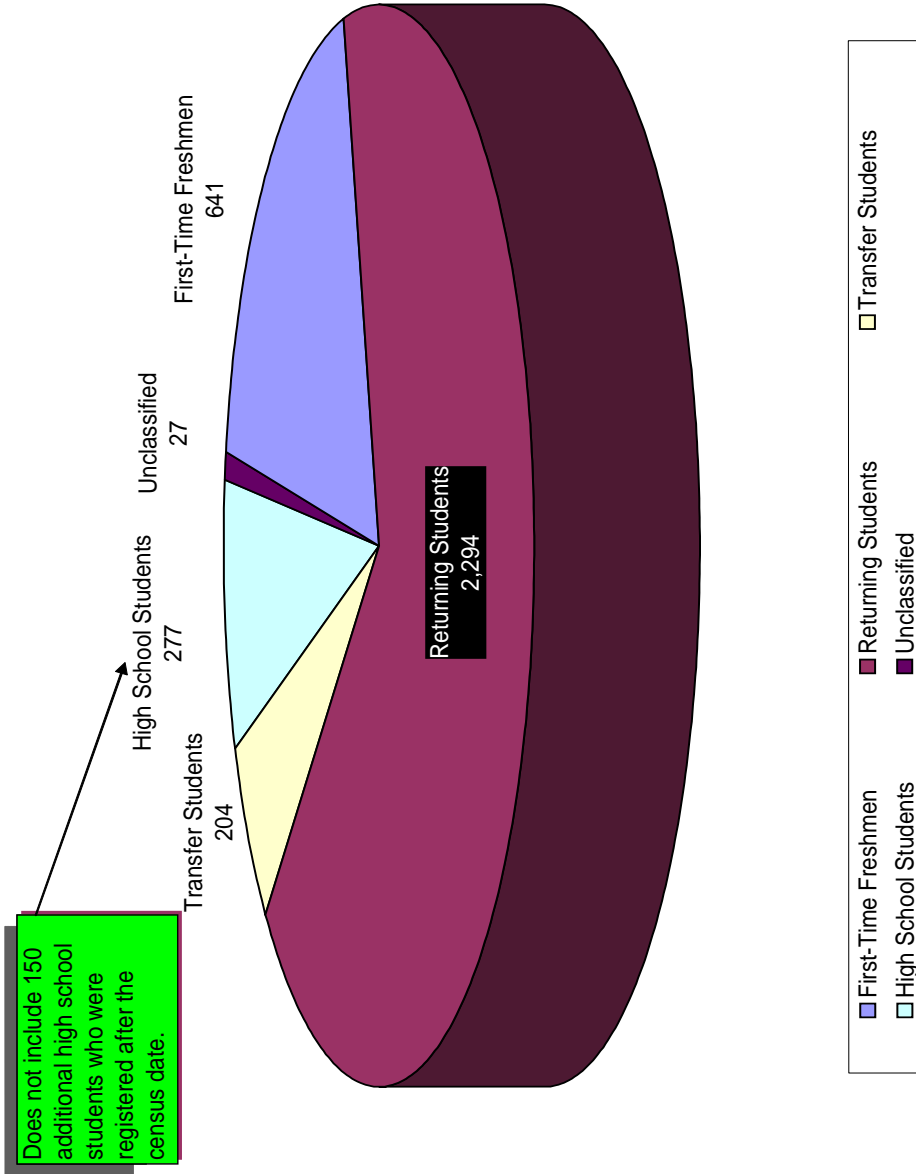
ENROLLMENT 1992-2003 FULL-TIME-PART-TIME



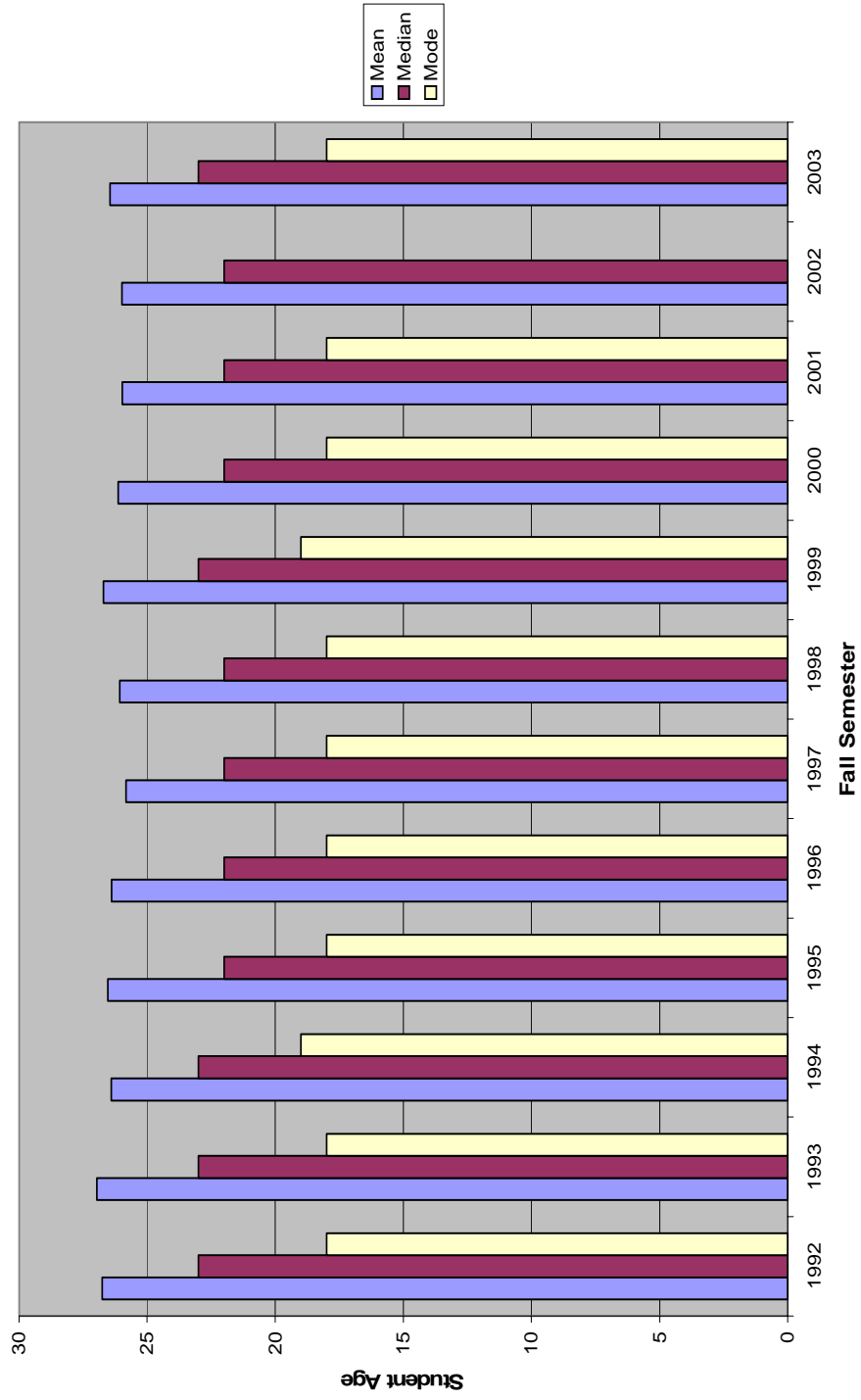
DEGREE OBJECTIVES 1992-2003 IN HEADCOUNT

Degree	Program	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	
Certificate	Criminal Justice	21	12	9	1	0	0	0	0	0	0	0	0	
	Industrial Maintenance	7	15	10	10	9	5	10	16	8	11	7	4	
	Office Administration	20	12	0	0	0	0	0	0	0	0	0	0	
	Social Work	8	5	0	0	0	0	0	0	0	0	0	0	
	Surgical Technology	0	0	0	0	0	15	27	38	35	34	41	40	
	Technical Studies	0	0	0	0	0	0	0	0	0	0	5	0	
	Welding Technology	17	21	19	28	23	26	27	29	35	35	28	36	
	Associate	Accounting	54	27	0	0	0	0	0	0	0	0	0	0
		Associate in Arts	1159	1129	1018	869	447	567	607	554	487	525	390	403
		Associate in Science	440	473	524	864	465	291	241	183	151	144	136	136
		Business Administration	350	258	215	45	434	389	251	155	139	108	102	88
		Business Technology	106	121	123	122	115	110	94	105	97	102	113	160
		Computer Information Technology	0	0	0	0	0	0	0	7	53	128	123	91
Criminal Justice		128	136	153	171	135	116	102	88	81	78	133	155	
Data Processing		42	33	27	4	20	12	0	0	0	0	0	0	
Engineering Technology		115	120	103	116	122	103	104	103	96	95	87	96	
Industrial Maintenance		43	33	23	37	50	37	35	32	42	38	30	30	
Journalism		5	3	9	7	7	11	22	18	28	24	31	33	
Manufacturing Processes		0	0	0	0	0	0	2	21	16	15	7	0	
Nursing		503	486	471	401	316	305	271	299	270	308	390	497	
Occupational Development		40	4	28	27	30	6	6	6	5	11	17	23	
Paramedic Science		0	0	0	0	0	0	0	6	31	5	11	6	
Social Services Technology		46	61	78	79	97	87	87	48	14	5	0	0	
Technical Studies		0	0	0	0	0	0	0	0	2	1	0	0	
Welding Mgmt. Technician		0	0	0	0	0	1	1	3	8	4	3	4	
Welding Technology		54	42	57	71	69	59	35	32	23	26	33	55	
Bachelor		Applied Technology	0	0	0	0	0	0	0	0	0	0	41	72
	Business Administration	76	120	137	143	111	256	398	469	440	416	440	456	
	Criminal Justice	0	0	0	0	0	0	0	0	0	0	10	11	
	Elementary Education	62	62	91	88	386	370	392	375	366	340	340	367	
	Nursing	0	0	0	0	0	0	23	0	0	0	38	34	
	RBA	0	0	0	0	0	0	0	0	0	0	167	198	
	Other	0	0	0	0	0	0	0	107	132	163	6	11	
Undeclared	669	656	517	636	585	671	633	786	712	724	787	437		
Total	3965	3829	3612	3719	3421	3437	3368	3480	3271	3340	3516	3443		

FALL 2003 ENROLLMENT STUDENT REGISTRATION STATUS



STUDENT AGE BY MEAN, MEDIAN, AND MODE 1992-2003



WEST VIRGINIA UNIVERSITY AT PARKERSBURG

FALL 2003 STUDENT PROFILE - CENSUS DATE DATA-Page 1

Enrollment:	Headcount	3,443		Age:			
	FTE	2,458		Mean Age:	26.6		
				Median Age:	23		
				Mode Age:	18		
Gender:				Traditional Aged Students	1967	57.1%	
Males		1222	35.5%	Non-Traditional Aged Students	1476	42.9%	
Females		2221	64.5%	(Traditional Aged Students defined as those students less than 25 years old)	3443	100.0%	
		3443	100.0%				
Citizenship:				Race:			
US Citizen		3442	100.0%	White (Non-Hispanic)	3390	98.5%	
Not US Citizen		1	0.0%	Black (Non-Hispanic)	17	0.5%	
		3443	100.0%	Hispanic	11	0.3%	
				Asian or Pacific Islander	18	0.5%	
				Native American	7	0.2%	
					3443	100.0%	
County of Residence:				State of Residence:			
Jackson County		718	20.9%	Ohio	71	2.06%	
Pleasants County		116	3.4%	Hawaii	1	0.03%	
Ritchie County		148	4.3%	West Virginia	3371	97.91%	
Roane County		150	4.4%		3443	100.0%	
Tyler County		33	1.0%				
Wirt County		126	3.7%				
Wood County		1911	55.5%				
All Other Counties		241	7.0%				
		3443	100.0%				
Degree Objective:				Career Technical Students:			
Certificate		80	2.3%	Career Technical Student	1239	36.0%	
Associate Degree		1786	51.9%	Non-Career Tech. Student	2204	64.0%	
Bachelor Degree		1149	33.4%		3443	100.0%	
No Degree Objective		428	12.4%				
		3443	100.0%				
Disabled/Handicapped Students:				Student Level:			
Hard of Hearing		8	0.2%	Freshman	1939	56.3%	
Speech Impairment		1	0.0%	Sophomore	660	19.2%	
Visually Handicapped		6	0.2%	Junior	435	12.6%	
Emotionally Disturbed		3	0.1%	Senior	404	11.7%	
Orthopedically Impaired		9	0.3%	Unclassified	5	0.1%	
Multi-Handicapped		4	0.1%		3443	100.0%	
Learning Disability		11	0.3%				
Other Health Impairment		15	0.4%				
Not Applicable		3386	98.3%	Disadvantaged Students:			
		3443	100.0%	Academically Disadvantaged	39	1.1%	
				Economically Disadvantaged	150	4.4%	
				Both Academic & Econ Disadv.	2687	78.0%	
				Not Applicable	567	16.5%	
					3443	100.0%	
Registration Status:				Fee Status:			
First-Time Freshman		641	18.6%	In-State	3349	97.3%	
Returning Student		2294	66.6%	Out-of-State	79	2.3%	
Transfer Student		204	5.9%	Reciprocity Agreement	15	0.4%	
High School Student		277	8.0%		3443	100.0%	
Other		27	0.8%				
		3443	100.0%				

WEST VIRGINIA UNIVERSITY AT PARKERSBURG

FALL 2003 STUDENT PROFILE - CENSUS DATE DATA-Page 2

Degree Program Enrollment: % of Total Students

<u>Certificate Programs</u>		
Industrial Maintenance	4	0.1%
Surgical Technology	40	1.2%
Technical Studies	0	0.0%
Welding Technology	36	1.0%
	80	2.3%
<u>Associate Degree Programs</u>		
Associate in Arts	403	11.7%
Associate in Science	136	4.0%
Business Administration	88	2.6%
Business Technology	160	4.6%
Computer Information Tech	91	2.6%
Criminal Justice	155	4.5%
Engineering Technology	96	2.8%
Environmental Technology	5	0.1%
Industrial Maintenance	30	0.9%
Journalism	33	1.0%
Manufacturing Processes	4	0.1%
Nursing	497	14.4%
Occupational Development	23	0.7%
Paramedic Science	6	0.2%
Welding Mgmt. Technology	4	0.1%
Welding Technology	55	1.6%
	1786	51.9%
<u>Bachelor Degree Programs</u>		
Applied Technology	72	2.1%
Business Administration	456	13.2%
Criminal Justice	11	0.3%
Elementary Education	367	10.7%
Nursing	34	1.0%
Regents Bachelor of Arts	198	5.8%
No Degree Objective	11	0.3%
	1149	33.4%
No Degree Objective	428	12.4%
Total	3443	100.0%

Student Credit Hour Workload:

1 Credit Hour	11	0.3%
2 Credit Hours	7	0.2%
3 Credit Hours	437	12.7%
4 Credit Hours	116	3.4%
5 Credit Hours	18	0.5%
6 Credit Hours	261	7.6%
7 Credit Hours	117	3.4%
8 Credit Hours	47	1.4%
9 Credit Hours	173	5.0%
10 Credit Hours	98	2.8%
11 Credit Hours	44	1.3%
12 Credit Hours	684	19.9%
13 Credit Hours	491	14.3%
14 Credit Hours	270	7.8%
15 Credit Hours	295	8.6%
16 Credit Hours	166	4.8%
17 Credit Hours	84	2.4%
18 Credit Hours	86	2.5%
19 Credit Hours	17	0.5%
20 Credit Hours	6	0.2%
21 Credit Hours	10	0.3%
22 Credit Hours	2	0.1%
24 Credit Hours	1	0.0%
25 Credit Hours	1	0.0%
27 Credit Hours	1	0.0%
	3443	100.0%

Mean Credit Hour Workload:

10.71 Credit Hours

ACT Scores of First-Time Freshmen:

English	Score 1 - 10	31	6.4%
	Score 11 - 15	109	22.5%
	Score 16 - 20	181	37.3%
	Score 21 - 25	138	28.5%
	Score > 25	26	5.4%
	Mean Score:	18.9	100.0%

Natural Science	Score 1 - 10	2	0.4%
	Score 11 - 15	69	14.2%
	Score 16 - 20	248	51.1%
	Score 21 - 25	148	30.5%
	Score > 25	18	3.7%
	Mean Score:	19.8	100.0%

Math	Score 1 - 10	3	0.6%
	Score 11 - 15	137	28.2%
	Score 16 - 20	249	51.3%
	Score 21 - 25	80	16.5%
	Score > 25	16	3.3%
	Mean Score:	17.9	100.0%

Composite	Score 1 - 10	1	0.2%
	Score 11 - 15	89	18.4%
	Score 16 - 20	242	49.9%
	Score 21 - 25	135	27.8%
	Score > 25	18	3.7%
	Mean Score:	19.3	100.0%

Social Science	Score 1 - 10	4	0.8%
	Score 11 - 15	106	21.9%
	Score 16 - 20	163	33.6%
	Score 21 - 25	140	28.9%
	Score > 25	72	14.8%
	Mean Score:	20.0	100.0%

Fall 2003 Student Profile - Census.xls

WVU Parkersburg has traditionally assigned classrooms by division, as follows:

INSTRUCTION SPACE ASSIGNMENT BY DIVISION AS OF FALL 2003

<u>Use Code</u>	<u>110</u>	<u>210</u>	<u>220</u>	<u>other</u>	<u>CHR</u>
<u>Division</u>					
Humanities (8)	5,037sf	(7) 9,853sf	(2) 259 sf	(1) 706 sf	7,655
Business (5)	4,490	(1) 894			5,569
Sci & Math (4)	2,572	(7) 8,623	(1) 588		7,428
Education (2)	1,109	(0)	(2) 1,479		720
Soc Sci (8)	6,094	(0)	(2) 1,278		8,692
Tech (5)	3,183	(17) 25,018	(3) 3,012		5,048
Nursing (2)	944	(1) 911	(1) 310		1,728
County (6)	7,194				
JCC (9)	5,841	(3) 2,360			
Other CR (2)	1,111	(4) 10,053	_____	_____	574
TOTALS (43)	29,270	(44) 55,964	(11) 6,926	(5) 10,759	37,414
GRAND TOTALS				(103) 102,919 Total College	
				95,725 College Only	
				8,201 JCC Only	

All square footages are in assignable square feet

Room Use Codes are from HEGIS/FMI standards-

110 – General purpose, scheduled-use classroom

210 – Specialized lab classroom, scheduled use

220 - Specialized lab classroom, unscheduled use

Other includes spaces in which instructional activities may occur, but for which traditional classroom instruction is not the primary function

Other CR refers to spaces not assigned by academic division.

Total gross square feet for WVU Parkersburg – 317,218 gsf

%-age of total dedicated to instructional activities – 32.44%

College-wide asf per FTE (not by division) 38.46 asf/FTE

FACILITY DEFICIENCIES AS IDENTIFIED BY REVIEW

The college recognizes three serious deficiencies within its inventory of facilities. These deficiencies have existed for some time, have been included in previous Master Plan reports, and continue to deteriorate as viable service entities.

1. The Library is too small.

The college library was identified as deficient in the 1994 Master Plan, using as a standard the American Library Association Basic Collection calculation methodology.

The library collection is too limited to support the Baccalaureate Degrees added since 1994.

The library's physical space does not permit the effective inclusion of the necessary elements and services a modern library must supply, particularly relating to provisions for access to both printed and electronic resources materials.

2. The science labs have become outdated.

In addition to declining condition following 36 years of use, the 1960's era design standards do not meet the instructional requirement for state of the practice instruction. This deficiency applies to the Biology (2), Chemistry, Geology, Physics, Organic Chemistry and Nursing labs.

An opportunity to add new science labs to the campus was lost recently when the Polymer Alliance Zone chose to locate its new research facility at a location off campus.

3. Faculty office space is deficient in quantity and quality.

Even with additions achieved in the past 10 years which expand the number of spaces and the total square footage dedicated to faculty offices from 6,130 to 9,179 square feet, there are still faculty members housed in former rest room ante-rooms, electrical closets, shower rooms and storage rooms. Faculty offices vary in size from 64 sf to 140 sf, with most faculty members still sharing office space that has not been renovated for decades

RESPONSE TO FACILITY DEFICIENCIES

1. The Library. The 1994 Master Plan defined a need for a Library to serve a community college curriculum of approximately 40,000 square feet containing 85,000 volumes, based upon the American Library Association standards for basic collections, with adjustments for student enrollment and special curricular needs. We believe that recommendation to still be viable, and as such will still be pursued, with adjustments to recognize the increased demand for Library resources to support the Baccalaureate degrees added since 1992. The 1994 Master Plan also identified a site for that Library, to be integrated into the development of other current and future campus facilities and resources. This location plan also seems to remain viable and will be pursued. Recent utility upgrades presuming this new location are already in place. A new 40,000 square foot Library is projected to cost \$5,050,000.00. Vehicular and pedestrian access and surface parking adds another \$235,000.00.

2. Science Labs. Upgrading of six Science Labs, if rehabilitated in place, could be undertaken as a rolling process, replacing one lab at a time to minimize curricular interruptions. To some degree, labs taken out of service for renovation can be temporarily physically or administratively relocated to accommodate the progress of the work. A \$758,000.00 cost estimate has been established and reported for this project. The renovation and expansion of the Nursing Lab will require permanent reallocation of existing space, adding 1,100 square feet to the current 911 sf. The Nursing Lab renovation has been estimated at \$190,500.00. Both of these projects have been submitted to HEPC for capital project funding consideration.

3. Faculty Offices. The faculty office deficiency is likely only to be resolved through a domino process after the addition of new space followed by abandonment and renovation of the old. Upon relocation of the Library to new space, 14,000 square feet of re-usable space will be available to satisfy several college deficiencies and concerns. It is anticipated that a minimum of 16 new single-occupant faculty offices will be required, plus space for adjunct and transient faculty, filing, storage and common uses. Division offices will likely remain in the Faculty Wing, but each faculty office will receive a long overdue make-over. The isolated value estimate for the creation of 16 new offices, a common work space and adjunct faculty cubicles within existing space, including mechanical modifications is \$36,000.00. Renovation of the remaining 70 spaces is estimated at \$70,000.

FACILITY CONCERNS AS IDENTIFIED BY REVIEW

1. The mechanical systems for both the main (1969) and Tech Wing (1975) buildings are limited in efficient operation by out-of-date control methodologies and ineffective air distribution systems. Some of the primary elements in these mechanical systems are reaching end-of-life condition.
2. There remains a need to replace the outdoor student recreation space (basketball, volleyball and tennis courts) demolished in 1987 to make way for construction of the College Activities Center. Expansion of the limited exterior student patio space would also be appropriate, as would attention to the needs of student smokers in relationship to campus entryways and cleanliness.
3. Continued attention must be paid to campus aesthetics and the maturation of “the campus”. Long term landscaping plans must continue to evolve. The addition of pedestrian connections between buildings, completion of the campus loop road and additional parking for the Caperton Center should be addressed.
4. Four of the college’s computer labs were created before the appropriate design and furnishing of computer labs were well known. These four need to be updated.
5. The exterior appearance of the main building is becoming outdated and, because of its size and position on campus, defines the college as similarly outdated. A visual make-over of the north façade is in order.
6. There is a need to refurbish the high-traffic and high-use facilities that typically serve as the venue for the college’s public events. The accelerated wear and tear on the Multi-Purpose Room, the college Cafeteria and the Little Theatre suggest similarly accelerated rehabilitation cycles. Some minor renovation of the college’s Day Care Center should also be considered within this package.
7. Some aspects of the various buildings’ weather envelopes are due for, or need replacement. The EPDM roof on the 1969 main building on the Parkersburg campus was last replaced in 1984 and due for 20 year replacement. The flat roof portion of the main building on the Jackson County Center is problematic and needs extensive repair or replacement, several skylight locations on the main campus require repair, and the roof of the Jackson County Center Annex building, while sound, should be replaced to disguise its former persona as the decorative roof of a Mexican restaurant.

8. Storage options have been exhausted in virtually every permissible way on both campuses. Departments with huge or long-term storage needs (Financial Aid, the Business Office, Student Records) struggle to protect mandated documents, and individual faculty and staff offices are overwhelmed by boxes stacked in corners.

9. While both the main and the Jackson County campuses have grown, a corresponding expansion of the service staffs who clean and maintain these buildings has not. As each campus becomes a multi-building setting, these cleaning and maintaining activities become less efficient as a result of the travel and preparation time required between buildings.

10. The small size and restricted low-cost mission of the college limits its ability to generate funds in amounts large enough to permit both current debt service and the development of future strategic capital planning reserves.

11. The last deferred maintenance list produced in November of 2001 included 131 items with a value in excess of \$2,000,000.00. As of September, 2003 only 16 of those items had been completed. The college is reaching that critical age when some building systems are approaching the end of their useful lives, and replacement rather than repair is the only prudent course.

12. There is minimal direct connection between the identification of deficiencies within the state's institutional structures and the state's ability to respond to those needs. No bureaucracy exists for the routine submission of maintenance, repair or replacement requests justified by standardized facility deficiency criteria, to the state's governance system. Additionally, there seems to be no single routine or single avenue for the state's governance system to receive such requests, and no routinely available funding set aside to act upon such requests

RESPONSE TO FACILITY CONCERNS

1. **Mechanical systems.** Money appears to be on its way to institute a number of corrections and improvements in the air distribution and control systems, but as the main building's systems approach 40 years of service, some of the mechanical hardware will require attention or modification, some portions of which will have substantial cost implications. In addition, the mechanical system methodologies in some locations are insufficient and inappropriate for the current service need, the best example being the Little Theatre; originally designed as a lecture hall, now used as a performance venue with an inherent inability to respond to environmental changes caused by audience load or extended operation of theatre lighting systems.

2. **Student recreation space.** Prior to the construction of the College Activities Center in 1988, an outdoor basketball court, a volleyball court and three tennis courts were demolished and not replaced. Replacement costs are now estimated at \$186,000. In addition, very little usable, all-weather outdoor student gathering space exists on either campus. The introduction of additional student patio space will support structured and unstructured student and college use. A secondary consideration in this category is the development of alternate locations for smokers away from the main entrances. Three smoker's patios are included in this plan.

3. **Maturation of the campus.** In the visual sense, the campus is currently just a few buildings scattered about, both on the main and Jackson County campuses. Attention needs to be applied to provide a consistency of appearance to tie the various structures into a unified scheme. Buildings need to be connected via pedestrian trafficways, standardized signage implemented to replace bits and pieces, and a landscape 'style' defined. A landscape and land use master plan proposed in 1997 to accomplish this plan carried a significant price tag and will therefore be approached cautiously. The college is actively addressing appearance issues with new directional and identification signage, boulevard banners and annual landscape additions.

4. **Computer Labs.** The four original campus computer labs on campus were built before the college knew what a computer lab should look like and how a computer lab should work. The labs have been upgraded technologically, but reorganization, rehabilitation and refurnishing is required. The estimated cost to renovate the four labs includes furnishings, lighting modification, carpeting and mechanical system capacity upgrades to improve environmental conditions. The estimated cost is \$227,630.00.

5. Visual Improvements. A proposal to update the appearance of the front façade of the main building on the Parkersburg campus has been approved for inclusion in a bond package currently in front of the legislature. This visual improvement package includes replacement of the brick veneer, replacement of windows, demolition and replacement of the two main entrance canopies, replacement of sidewalks and entry vestibules, addition of a student patio, re-landscaping and reorganization of vehicle and pedestrian trafficways, with the goal of restructuring the entire visual effect of the campus' most significant and most imposing structure. The value of that package is in excess of \$1.5M.

6. Refurbish public venues. The campus venues which serve as host to most of the college's public events are exhibiting the effects of accelerated wear and tear. The multi-purpose room and its ancillary spaces will require new flooring, safety additions to the portable staging and replacement of basketball goals. The auditorium, new air conditioning, replacement out-dated theatrical lighting instruments and control systems and creation of a vestibule entry/exit, the cafeteria new seating, and the day care center new carpet. Replacement of the weather-damaged soffit at the entry is also envisioned. An estimate of \$185,300 has been submitted through HECO's special projects funding avenue.

7. Weather envelopes. Replacement of the 1969 building's 1984 roof has been quoted at \$160,000; the JCC Main Building flat roof at \$44,000; 4 skylights at \$8,950, and the JCC Annex roof at \$13,000. The two smaller jobs will be taken care of using annual capital funds. Funding for the two larger roofs will be requested from the HECO.

8. Storage. Storage relates to the ability to regain certain spaces originally constructed for storage, but now used for other purposes, including faculty office space. In general, the expectation is that when the Library is relocated, the vacated space will be used to create additional faculty offices, and the 16 spaces vacated by faculty returned to storage function.

9. Staff size. Thirteen custodial staff members now clean over 317,000 square feet in 8 college buildings. On average, each individual custodian is responsible for over 20,000 square feet of classrooms, offices, labs, corridors and restrooms; the equivalent of cleaning 10 houses each night. The appearance standard the college has become accustomed to is becoming unattainable. Only eight maintenance workers are employed.

One bears the responsibility for maintaining nearly 40 acres of lawns, one operates and repairs the HVAC systems in 4 buildings containing 235,000 square feet; one provides all maintenance services in a 57,000 square foot building, another, at Ripley maintains two buildings totaling over 20,000 feet. One general trades worker, one trades supervisor and two helpers make up a very small staff. The Director of the Physical Plant retired in 1996 and was not replaced. Often it is not possible to assemble the critical personnel mass necessary to approach some jobs, especially during the summer. Our use of contract services continues to rise. The staff needs to grow.

10. Fund generation. Current capital fees generate only enough income to cover annual debt payments and essential repairs. The college must tax itself sufficiently to generate a capital reserve of at least \$250,000 in order to strategically plan for renovations as simple as a \$160,000 roof job. One increase in income will occur in 2011 when the debt on the Jackson County Center is retired. Approximately \$40,000 will be made available in 2005 with 3 senior-level staff retirements and certain efficiencies might save (relatively) small amounts each year, but only a larger dedicated stream of income will produce the level of reserve necessary to remain current with expanding facility needs.

11. Deferred maintenance. Directly related to 8 and 9 above. The college has expanded in size and complexity without corresponding expansion in staff or facility funding. The deferred maintenance list will continue to remain a wish list until funding issues improve.

12 Disconnect. The creation of a uniform policy and procedure to identify, evaluate and address facility development and facility maintenance needs among the state's institutions of higher education is a matter for central authority to embrace. West Virginia University at Parkersburg enthusiastically supports all efforts to accomplish this goal.

THE CRITICAL FACILITY ISSUE

Portions of the college's main building have shown signs of structural distress since its completion in 1969. Over the past three years, progressive cracking and separation of interior and exterior masonry veneers have been observed to extend further and expand farther and with more rapidity than in the previous 30 years. An in-state engineering firm with experience in this type of event was retained by the college to perform a study as to the causal factors, extent and severity of damage, and provide confirmation of safe occupancy and use. The study began September 4, 2002 and was completed February 10, 2003. A second study commissioned by the West Virginia Board of Risk and Insurance Management at the request of the legislature, and further analysis by the initial firm has since been conducted.

The studies agree that the primary causal factor is/was building subsidence caused at the time of construction and immediately thereafter, probably as a result of untimely installation of the concrete support piers for critical steel columns in bearing soil unsuited for that purpose. Contributing factors included an unusual structural steel design and poor masonry execution. The initial study resulted in recommendations for two remediation projects totaling \$1.2 M.

However, upon further analysis and discussion, it now becomes apparent that the remediation efforts, if applied only to the portion of the building under study, would have the effect of a cosmetic-only rehabilitation of the north four-story classroom stair tower, or only approximately 10% of the total area subject to the effects of the original subsidence and subsequent structural distress.

In letters exchanged between the college and the engineering firm last dated September 12, 2003, the engineer recommends that "immediate building replacement planning commence at once".

The safe occupancy status of the building is unpredictable. The college has taken due diligence precautions and has erected barriers and canopies to limit any injuries arising from falling masonry. The portion of the college affected by this distress houses the core of the college's general purpose classrooms and science labs. Twenty-nine classrooms, 7 science labs, the college theatre, 8 restrooms and a mechanical penthouse are located in this Classroom Tower. The total area affected would approach 100,000 square feet. Loss of this space would incapacitate the college.

This is the over-riding facility priority for the college. No other facility changes can be contemplated until this issue is resolved. As this is a relatively new issue, no conclusions have yet been reached. Any resolution will likely involve all levels of the college's governance string.

RECOMMENDATIONS REGARDING THE CRITICAL FACILITY ISSUE

Following collaborative investigation of the structural distress evident in the classroom tower portion of the main building, and through analysis provided by the principal investigator, his colleagues, other independent investigators and college, University and Central Office facilities administrators, it has become evident that the repair options initially proposed to correct the distress effects are insufficient to guarantee full and long-term use of the repaired facility, and the college has therefore chosen to pursue replacement as the more viable option to ensure continued safe operation. To summarize:

Evidence shows that the building was erected on unsuitable bearing materials in 1967 which both allowed and promoted unequal degrees of soil subsidence to occur at the time of construction and thereafter. The result of this error 30 years later is unequal distribution of building loads and differential pressures on the various foundation elements in excess of their design capacity. Measures have been taken in the more recent past to minimize the possibility of further subsidence, but the soil collapse that has already occurred cannot be corrected or recovered. Additionally, as a result of differential bearing soil reaction, the subsidence effects are differential, that is, movement is occurring in different directions in different parts of the building. In some locations, the interior corridor floors have fallen by two to three inches relative to the adjacent exterior wall, and in other locations, the exterior wall has fallen two to three inches relative to the interior corridor. This bearing soil condition also precludes its re-use for a replacement building on the same site.

Secondly, the unusual structural steel design of the building has contributed to the distress in multiple ways. The odd, cantilevered support arm design carries the horizontal girder loads away from the load-bearing centerline of the vertical steel support columns, producing eccentric load pressures on the columns. And, while these support arms do not bend in and of themselves, direct observation reveals up to an 1/8" drop in 15", indicating that the connecting welds have yielded or that the structural support columns have yielded. This failure is evident at each floor. Additionally, the steel structure supports the brick veneer. As the steel framework moves, either through subsidence or through thermal expansion, the movement causes masonry bonds to break, the result of which are large brick panels of up to 14' high by 24' wide that are moving rotationally and independently of their block backer walls. These panels will eventually separate and fall. The masonry veneer panels could be replaced, but the replacement would be cosmetic only and would not contribute to the reestablishment of structural integrity. Again, the damage already done to the steel framework of the building cannot be corrected and precludes its re-use within an improbable reinforcement scenario.

Another contributing factor to the building's loss of structural integrity relates to a construction technique that may have been employed to provide lateral resistance to wind pressure. At each steel-to-masonry intersection, the masonry was installed tight to the vertical columns. While this may have been intended to resist lateral pressures, once the steel began to move from subsidence, these bonds broke, eliminating any structural advantage they might have had. In reverse, the masonry being tight to the steel guarantees that any steel movement is transferred along the entire steel web, affecting even distant portions of the structure.

When viewed individually, these imperfections each represent a serious concern for the college, but when viewed collectively, they combine to identify a dangerous scenario that will eventually lead to sufficient structural failure to render the building unusable. The progress of this failure cannot be predicted. It is therefore prudent, if not essential, that the college move immediately to initiate planning for administrative and/or physical replacement of this facility, both to ensure uninterrupted continued delivery of the institution's mission in its service area, and to mitigate the assumption of risk presumed by inaction on a known life safety condition.

REVIEW AND EVALUATION OF THE 1994 CAMPUS FACILITIES MASTER PLAN

From the college's review and evaluation of the elements and recommendations contained within the previous plan, the college concludes that:

Portions of the 1994 Campus Facilities Master Plan were successful and should be retained to form the baseline from which future facilities planning evolves.

- The Master Plan provided a blueprint and a game plan for the physical development of the college campus.
- This blueprint established site recommendations for future facilities, a vehicle and pedestrian circulation plan which connected current and future facilities, utility upgrades, property acquisitions, color schemes and so on.
- The game plan established a series of concept, goal and value statements to help define and focus priorities when approaching campus development issues.
- The siting plan has assisted the college in the placement of new facilities such as the Caperton Center.
- The property acquisition recommendations assisted the college in the addition of the BIDS property, facility and function.
- The Plan's inventory of deficiencies has been helpful in determining campus maintenance priorities.
- Many of the infrastructure issues identified have been addressed by correction, expansion or replacement.
- The college is better prepared to support additional physical development in 2003 than it was in 1994.

Portions of the 1994 Campus Facilities Master Plan were unsuccessful and will be rejected from further consideration.

- The Master Plan was unsuccessful in predicting the agents of change that would drive future campus development, and did not interlock the physical need with the fiscal ability to achieve the growth predicted.
- The Facility Fit Analysis performed for the 1994 Master Plan was based entirely on enrollment projections and therefore failed when those enrollment goals were not met.
- The Assessment report from the 1994 Master Plan evaluated topography, soil types, surface drainage patterns, unsuitable or unusable sites for development, flood plains, air and noise pollution and so on, a process which would be unnecessary to repeat.

PLANNING FOR THE FUTURE

Statistically, the college is of sufficient physical size to accommodate variations in student enrollment growth of up to 30%, bearing in mind that 5,200 students were once enrolled at WVU Parkersburg when the facility was 41% smaller. That fact would seem to preclude the prediction of facility growth based wholly upon enrollment fluctuations. However, in order to respond to the deficiencies and concerns noted earlier, the college will seek to effect facility development in ways that improve access to higher education in our service region, enhance and support the quality of student life and academic programs, maximize the efficient delivery of services to the campus community and reinforce the college's service and stature within the community.

IN THE FORSEEABLE FUTURE

For the future, WVU Parkersburg will think and act differently.

The college will focus on renewal and maturation of the college through smaller, progressive and achievable tasks over time.

The college will recommend only one facility addition, a new Library, to address the shortcomings of the current facility. With the addition of a new Library, a number of other facility concerns can be addressed using the vacated space in a domino effect.

The college will remain conservative, effective and accurate in the use of campus-generated funds for facility development as well as in the pursuit of other facility funding opportunities.

The college will actively participate in state-wide initiatives involving facility management, and will engage cooperatively with other state institutions for the collective improvement of the state's higher education facilities.

The college will continually evaluate the condition and status of campus facilities in order to establish facility development practices which mirror the priorities of the college, the University and the State.

The college will remain positioned and willing to take advantage of campus development opportunities as such opportunities may arise. The college will remain selective and protective of college resources in the evaluation of such opportunities.

The college will continue to look to the evolution of future trends in facility development, technology changes, and instructional delivery changes to anticipate changes in support needs.

OPPORTUNITIES FOR FUTURE PROPERTY ACQUISITIONS

1. Per the recommendation of the 1994 Master Plan, the college has acquired, renovated and occupied the property at the intersection of SR 47 and Campus Drive. This 3.68 acre plot gives the college a significant increase in highway frontage and, following the 15 year life span of the existing building in that location, will provide space for a significant or “signature” building to identify the campus.
2. To control both sides of the college’s main entry along Campus Drive, the homes and business on the west side of Campus Drive should be targeted for future acquisition.
3. The “front lawn” portion of the college’s campus remains under the ownership of the Wood County Commission. By mutual agreement, the Commission wishes to retain title to this property for the possible future donation as an “in-kind” contribution for college purposes. In 2001, the college withdrew from a long-standing agreement with the county regarding a 3.12 acre tract reserved for college use, but adjacent to the county’s pauper’s cemetery on campus, recognizing the county’s need to continue the cemetery function for future centuries.
4. Two tracts, of 8.7 and 2.8 acres north of the campus along route 47 recently changed hands. It is likely, from the change in occupancy, that this property will become available again within the next 20 years. Perhaps by that time, the college will have identified a need for that location.

CONCLUSION

West Virginia University at Parkersburg appears to possess sufficient facility resources and sufficient property holdings to meet the needs of its current curriculum and mission, save for the deficiencies identified earlier. No immediate facility additions are proposed or approved to be undertaken.

Some concerns are expressed regarding the college's ability to maintain an appropriate and contemporary standard of utility and reliability as facilities age and expectations change. Renovation and repair are a constant theme.

The current Campus Facilities Master Plan outlines options, suggestions and site locations for future campus facility additions to the extent necessary to guide later facility addition planning as that need arises, and will therefore be retained as the college's blueprint for development of the campus.