CHATTANOOGA STATE
COMMUNITY COLLEGE

Campus Master Plan

SEPTEMBER 29, 2025

2023-2025

SBC 166/012-01-2022

DLRGROUP

Dear Chattanooga Community,

I am truly excited to share the Chattanooga State Community College 10-year campus master Plan. This Plan is the product of hours of conversations about the current state of the College and our dreams of what our College could be in the years to come.

Grounded by our purpose, mission, and values, this ambitious Plan ensures that our facilities support the quality teaching and learning that happens in and out of the classroom and everywhere campus. Through strategic investment in both new construction and renovation, this Plan will enhance the learning experience for students and the work environment for our faculty and staff.

Some key components of the Plan include:

- Construction of new buildings that meet the modern needs of the College and to allow for flexibility in learning and working conditions.
- Removal of outdated buildings that no longer serve our College community's needs and are beyond repair.
- Improved traffic flow for both drivers and pedestrians.
- Better utilization of green spaces on campus and natural resources adjacent to campus.

Just as it took many voices to create this visionary Plan, it will take many voices to implement it. Please join me and the Chattanooga State community on our journey to lead boldly into the future as we make our vision a reality.

Sincerely,

Rebecca L. Ashford, Ed.D.
President, Chattanooga State Community College

CONTENTS

CONTEXT 4
College trends 6
Alignment with previous plans 7
Degrees and certificates offered 9
Engagement structure 12
Summary of engagement 14
Planning goals 17

FINDINGS 19
General analysis 20
Campus circulation 22
Building suitability 24
Facilities analysis of major buildings 26
Space analysis 28

PROPOSED PLANS 31
Enrollment projections 32
A new Chattanooga State 35

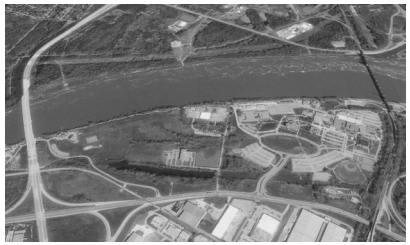
APPENDIX 45
Visioning workshop results 46
Survey results 48
Big ideas workshop results 51
Draft plan workshop results 52
THEC model detailed results 53

01 CONTEXT

1960s

Early days

Chattanooga State Community College (ChattState) was established in 1965 as Chattanooga State Technical Institute, becoming the first College in Tennessee to offer applied associate degrees and certificates. The Institute initially operated in Downtown Chattanooga before relocating to a 75-acre campus on Amnicola Highway, along the Tennessee River, in 1967. Over the years, ChattState experienced significant growth, adding programs, buildings, and partnerships.



1970s

TCAT

Notable developments included the creation of the Chattanooga State Foundation in 1977 and the opening of the Child Development Center in 1978.

1980s

Major developments

The 1980s saw the construction of the Center for Advanced Technology and the Humanities Building. In 1981, ChattState's mission expanded when the legislature merged the College with the State Area Vocational Technical School in Chattanooga, later known as the TTC (Tennessee Technology Center as of 1994) before the state approved the TCAT name in 2013. The institution aimed to train the workforce for technical jobs in the region.

2000s

Leadership & scholarships

In 2004, the Olan Mills Executive Office Building became the Center for Business, Industry, and Health Professions. Throughout the years, ChattState continued to expand, embracing technology and offering a diverse range of programs. In 2015, Dr. Flora Tidings became the fourth president, overseeing the introduction of the Tennessee Promise scholarship, a significant milestone in the Institution's history. Dr. Rebecca Ashford became the current president of ChattState in 2017.

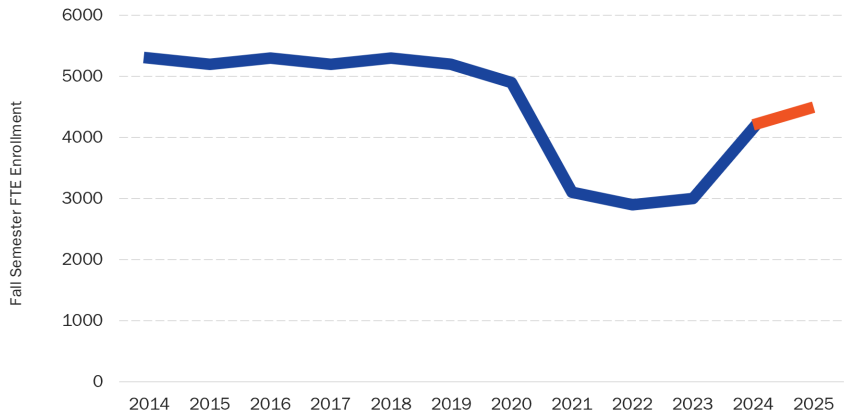
TODAY

Throughout its history, Chattanooga State Community College has been known for its partnerships that embody the progressive spirit of the greater Chattanooga community. These range from the integration of the TCAT into its leadership and campus structure to relationships with local employers, most notably Volkswagen.

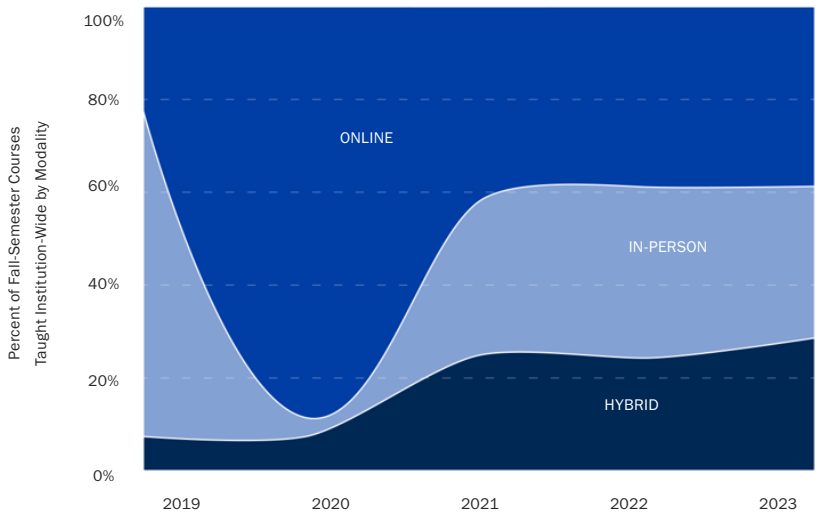
COLLEGE TRENDS

Enrollment at ChattState has decreased due to the pandemic, but is currently trending upward. The number of students taking classes online has stabilized, and while it includes a significant number of online and hybrid hours, there is still a significant amount of in-person credit hours, indicating the continued importance of the physical campus.

FALL SEMESTER UNDUPLICATED FULL TIME EQUIVALENT ENROLLMENT



COURSE MODALITY TRENDS



97%
5-YEAR AVERAGE JOB PLACEMENT

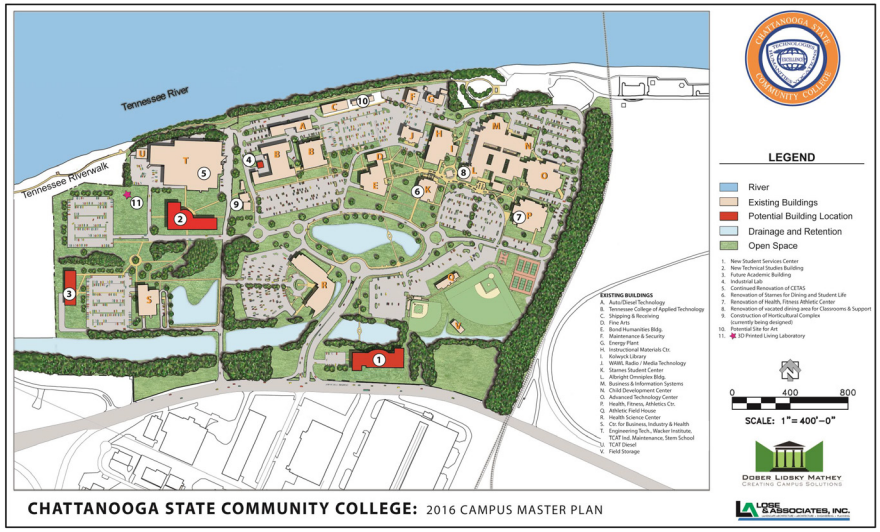
98%
ALLIED HEALTH LICENSURE PASS RATE

$1M
SCHOLARSHIPS AWARDED

ALIGNMENT WITH PREVIOUS PLANS

PREVIOUS MASTER PLAN

Strong planning is always built on the foundations of previous efforts. The previous Chattanooga State Community College Master Plan was updated in 2016.

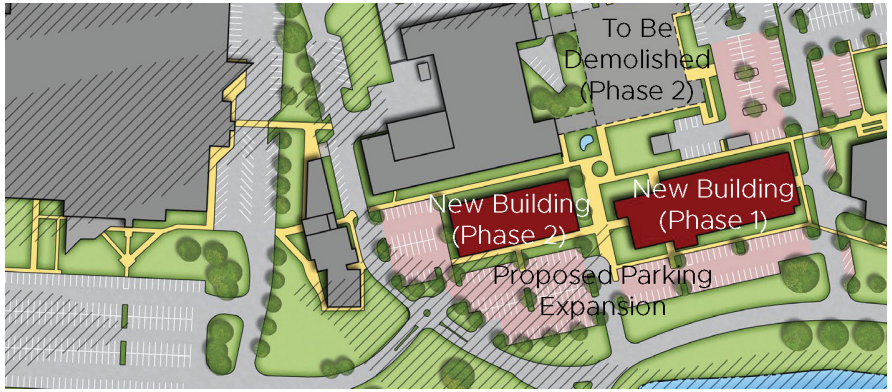


Recommendations

1. "One-stop" concept positively impacts retention and organizational efficiencies.
2. Cross-trained staff in a central location enhance student service navigation.
3. New Student Services Center along Amnicola Highway will house Admissions, Advising, Enrollment, Financial Aid, Bursar's Office, Student Activities, Dean of Students, Judicial Affairs, Multicultural Affairs, Student Clubs, Organizations, and Veterans Affairs.
4. Omniplex cafeteria relocating to vacated Starnes Student Center space, allowing for classroom renovation.
5. Dining options outside Starnes; existing café in CBIH and another planned in the new Student Services Building.
6. Olan Mills property acquisition positively impacts campus development.
7. Wacker Institute, TCAT, and STEM School Chattanooga housed in renovated Olan Mills facility.
8. Design underway to relocate the remaining Engineering program from Omniplex to CETAS.

PREVIOUS TCAT PLAN

In 2023, Chattanooga State Community College's TCAT Master Plan was updated, further enhancing the strategic framework and direction for the Institution's technical and career-oriented programs.



Recommendations

The Chattanooga State Campus Master Plan was intentionally developed in alignment with the 2023 TCAT Master Plan, recognizing the integrated nature of both institutions and incorporating its recommendations, a new building was proposed to be constructed in Phase 1 to house the following programs: Industrial Maintenance, Industrial Electricity, CIT, Medical Assistant, AOT, and Manufacturing Automation (proposed). The building would also house administrative offices and a math/reading center.

The proposed Phase 2 building was proposed to contain all remaining academic programs currently in Building 1. After it opens, Building 1 would be demolished for additional parking. In the interim, parking would need to be shared with the rest of the Chattanooga State campus.

**The TCAT 5 has since been built and TCAT 6 is under construction*

STRATEGIC PLAN

The Chattanooga State Community College 2022-2027 Strategic Plan is the culmination of a series of conversations around the identity of and direction for the future of ChattState. The following goal, mission, vision, and values served to inform the Campus Master Plan effort.

STRATEGIC THEMES AND GOALS

Holistic Student Support

We will demonstrate care for the well-being of students through evidence-based, integrated, and intentional academic and non-academic supportive services and programming.

Teaching Excellence

We will train for, utilize, and reward evidence-based instructional practices that cultivate an inclusive learning environment, advance equitable student outcomes, and support continuous instructional improvement.

Program Innovation

We encourage fearless innovation and resiliency through opportunities to pilot or deploy at scale new programs, supports, and services and enhance or improve existing programs, supports, and services.

Organizational Culture

We will improve our organizational culture and inclusive practices through the demonstration of our values within operational, administrative, and employee development.

Fiscal Stewardship

We will collaboratively demonstrate fiscal stewardship to build for a better future, instilling trust through integrity and transparency.

VISION

5,000 Chattanooga State students will earn a credential that creates a pathway to a family-sustaining wage.

PURPOSE

We support and empower everyone in our community to learn without limits.

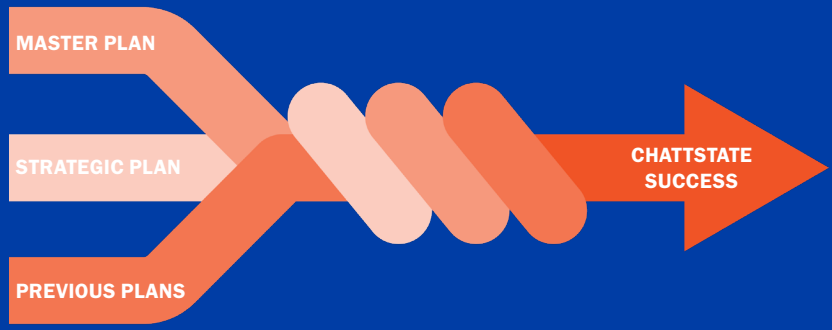
VALUES

- We cultivate an inclusive environment.
- We care about the well-being of each other.
- We instill trust through integrity and transparency.
- We encourage fearless innovation and resilience.
- We collaborate to build a better future.

MISSION

We are Chattanooga State, a dedicated team that delivers accessible, innovative learning opportunities that surpass expectations.

Together, we enrich the lives of students and their families; develop a talented workforce; and partner with our community to lead boldly into the future.



DEGREES AND CERTIFICATES OFFERED

JOINTLY ADMINISTERED PROGRAMS

- Mechatronics Technology
- Industrial Electricity
- Industrial Maintenance
- Medical Assisting
- Welding Engineering Technology

5
JOINTLY ADMINISTERED PROGRAMS

45
TCAT DIPLOMAS & CERTIFICATES

TCAT DIPLOMAS & CERTIFICATES

- Advanced Gas/Arc Welding & Visual Inspection
- Advanced Process Technology
- Aesthetics
- Automated Manufacturing
- Automotive Production Technology
- Automotive Technology
- Barbering & Barbering Instructor
- Building Construction Technology
- Business Office Specialist
- CAD Technology
- Chemical Laboratory Technology
- Collision Repair Technology
- Commercial Truck Driving
- Computed Tomography
- Computer Numeric Control (CNC)
- Computer Support Technician
- Cosmetology & Cosmetology Instructor
- Criminal Justice: Correctional Officer
- Dental Assisting
- Diesel Equipment Technology
- Drone Technology
- Early Childhood Education (Certificate Level)
- Emergency Medical Paramedic
- Emergency Medical Technician (EMT & Advanced EMT)
- HVAC/R Technician
- Industrial Electricity
- Industrial Maintenance (Mechatronics Technician)
- Landscape & Turf Management
- Machine Tool Technology
- Magnetic Resonance Imaging (MRI)
- Mammography
- Massage Therapy
- Medical Assisting
- Mental Health Technician
- Motorcycle & Marine Services
- Nuclear Medicine Technology (Certificate Level)
- Office Systems Specialist
- Pharmacy Technology
- Practical Nursing
- Radiation Therapy Technology
- Road Building Equipment Service Technician
- Sonography
- Welding Technology & Advanced Welding Automation

DEGREES AND CERTIFICATES OFFERED

Chattanooga State's academic portfolio is unique in Tennessee because it encompasses both college-level programs and technical training under a unified administration, with a growing number of joint pathways.

77

CHSCC ACADEMIC DEGREES

ACADEMIC DEGREES

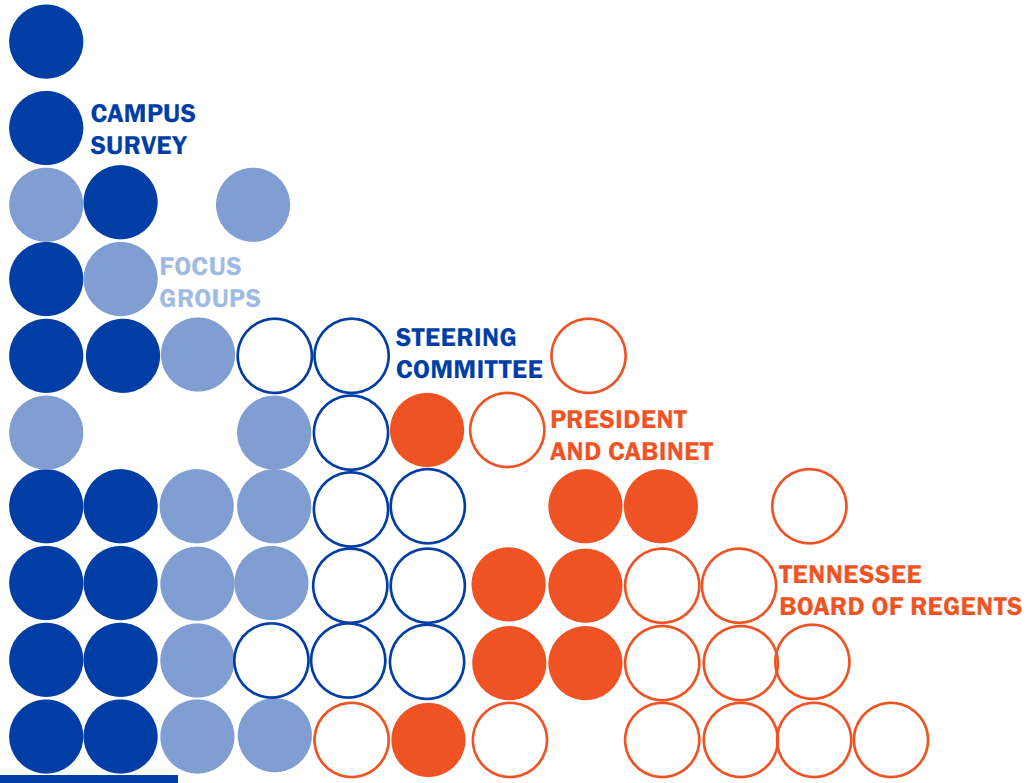
- Accounting
- Administrative Professional
- Anthropology
- Applied Science
- Art & Studio Art
- Biology
- Business & Business Administration
- Chemistry
- Civil Engineering
- Computer Animation
- Computer Information Technology & Computer Science
- Construction Engineering Technology
- Construction Management & Construction Systems
- Criminal Justice
- Culinary Arts
- Cyber Defense
- Dental Hygiene
- Digital Media Design & Production
- Early Childhood Education
- Economics
- Electric Vehicle Engineering Technology
- Electrical Engineering Technology
- Elementary Education
- Engineering Systems Management & Technology
- Engineering Technology
- English
- Entrepreneurship
- Exercise Science
- Family and Consumer Sciences
- Finance
- Food & Beverage Management
- Foreign Languages & Education
- Geography
- Graphic Arts Technology
- Health Sciences
- History
- Hospitality & Tourism Management
- Humanities
- Industrial Technology
- Information Systems
- International Affairs

ACADEMIC DEGREES CONT'D

- Journalism
- Kinesiology
- Management
- Marketing
- Mass Communication
- Mathematics
- Mechanical Engineering
- Media Technologies
- Music
- Networking
- Non-Destructive Testing Technology
- Nuclear Medicine Technology
- Nuclear Power Engineering Technology
- Nursing (Registered Nurse)
- Paralegal Studies
- Paramedic
- Philosophy
- Physical Education
- Physical Therapist Assistant
- Physics
- Political Science
- Pre-Professional Programs (Dentistry, Medicine, Pharmacy, Optometry, Occupational Therapy, Physical Therapy, Veterinary Medicine, Medical Technology)
- Programming
- Psychology
- Quality Assurance/Quality Control Technology
- Radiation Protection
- Radiologic Technology
- Respiratory Care
- Secondary Education
- Social Work
- Sociology
- Solar Energy Technology
- Special Education
- Speech
- Sport and Leisure Management
- Surgical Technology
- Teaching
- Theatre Arts
- Veterinary Technology

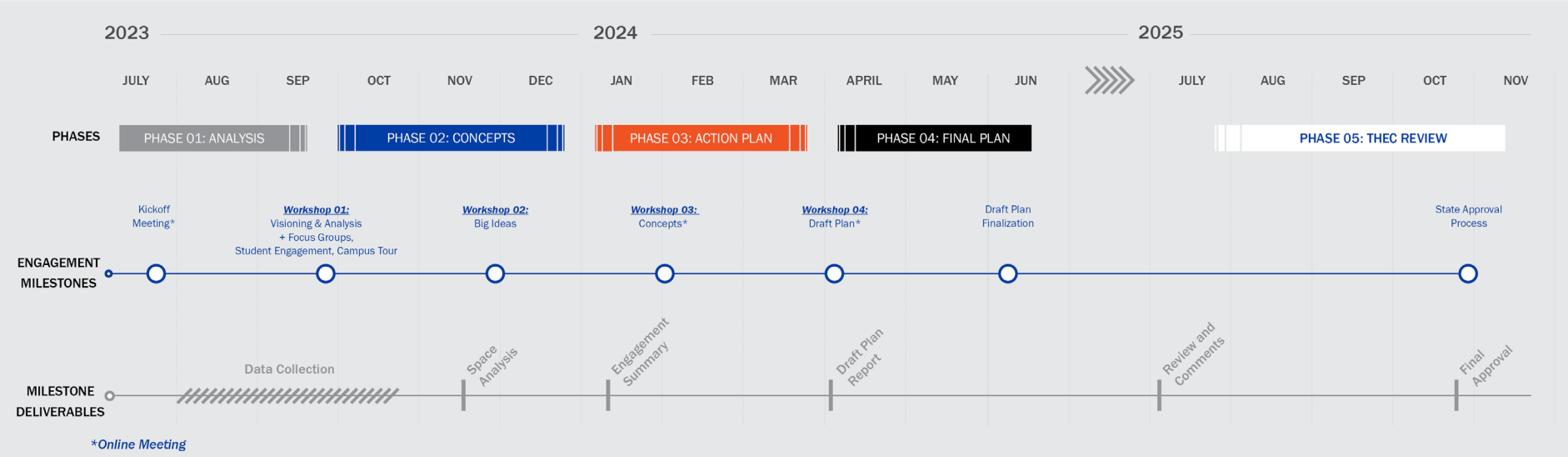
ENGAGEMENT STRUCTURE

To promote comprehensive input from the campus, a structure for soliciting feedback, review, and approvals was established in the beginning of the project to outline roles, responsibilities, and focus to standing committees, project-based committees, departments, and the campus community.



Together, we created a prioritized road map for the future with a focus on program, place-making, community, and investment.

SCHEDULE


2023
2024
2025
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OCT
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DEC
JAN
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MAR
APRIL
MAY
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JULY
AUG
SEP
OCT
NOV
PHASES
PHASE 01: ANALYSIS
PHASE 02: CONCEPTS
PHASE 03: ACTION PLAN
PHASE 04: FINAL PLAN
PHASE 05: THEC REVIEW
ENGAGEMENT MILESTONES
Kickoff Meeting*
Workshop 01: Visioning & Analysis + Focus Groups, Student Engagement, Campus Tour
Workshop 02: Big Ideas
Workshop 03: Concepts*
Workshop 04: Draft Plan*
Draft Plan Finalization
State Approval Process
MILESTONE DELIVERABLES
Data Collection
Space Analysis
Engagement Summary
Draft Plan Report
Review and Comments
Final Approval
*Online Meeting

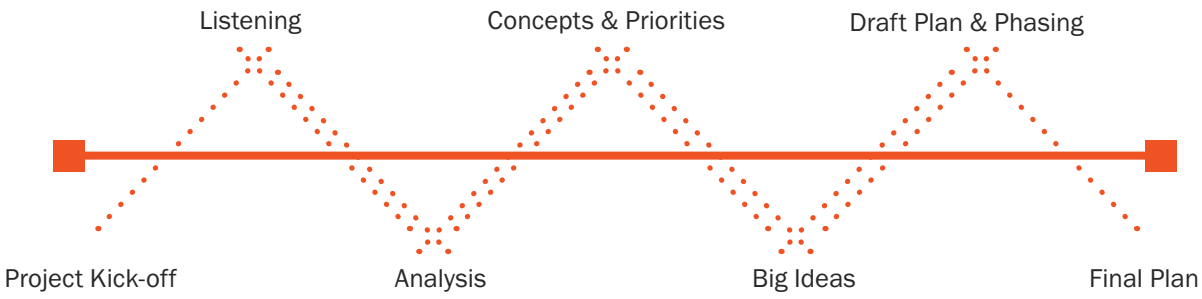
SUMMARY OF ENGAGEMENT

This Plan was the result of the inclusion of a variety of participants with a vested interest in the future success of the College. A collaborative approach provided opportunities to envision future improvements through a dynamic process that established a sense of buy-in and created a shared vision for the future.

CAMPUS TOURS, FOCUS GROUPS AND STUDENT ENGAGEMENT

The planning team conducted a detailed tour all of the buildings in order to get a firsthand perspective on the condition and use of the facilities, as well as the context of the campus in its community. The planning team sat down with 13 focus groups representing all aspects of the College community, including academic departments, athletics, student affairs, the library, and more. Two focus groups were students only. In addition, the team conducted informal student engagement at the Amphitheater to solicit additional input on the future of the campus from passersby.

ENGAGEMENT ROAD MAP & TIMELINE



Feedback received in-person and online was a vital part of the process and helped to shape and refine the Plan.

VISIONING WORKSHOP

In-person Visioning Workshops were conducted in September 2023 and these were attended by 17 members of the Steering Committee. The activities included:

- Mapping perceptions: Strengths, weaknesses, and opportunities
- Cultural continuum
- Outlining campus needs, all possible minor and major projects
- Open ended questions

BIG IDEAS WORKSHOP

The Big Ideas Workshop was held in November 2023 and more than 20 Steering Committee members participated. These interactive meetings allowed campus users to think like planners and designers, re-envisioning their campuses by placing building blocks and stickers on campus maps and exploring ideas for future improvements.

CONCEPTS WORKSHOP

The online workshop in April 2024 allowed 24 Steering Committee members to provide input on two conceptual plans for each campus that were developed based on identified needs and input received at the previous workshop.

DRAFT PLAN REVIEW

A final online workshop in May 2024 allowed the Steering Committee to provide input on the final draft plan for each campus before the plans were finalized. This workshop included several interactive polling questions to finalize the recommendations of the Plan.

FINAL PRESENTATIONS

Final presentations showcase the Campus Master Plan, summarizing key findings from workshops, survey input, and draft reviews. Steering committee members and stakeholders collectively review the outcomes, confirm priorities and recommendations for future campus improvements.

300+
COMMENTS

20+
AVERAGE WORKSHOP PARTICIPANTS

374
TOTAL SURVEY PARTICIPANTS

ONLINE SURVEY

A survey was distributed to all students, faculty, and staff in September 2023 and received 374 responses. The survey provided valuable input about perceptions of existing campuses and dreams for the future.

Campus and Facilities

Respondents emphasized the need for better fitness/recreation amenities, increased natural light, versatile multipurpose spaces, and improved outdoor amenities. Some expressed contentment with current facilities, while others offered numerous specific ideas for improvement.

Days on Campus

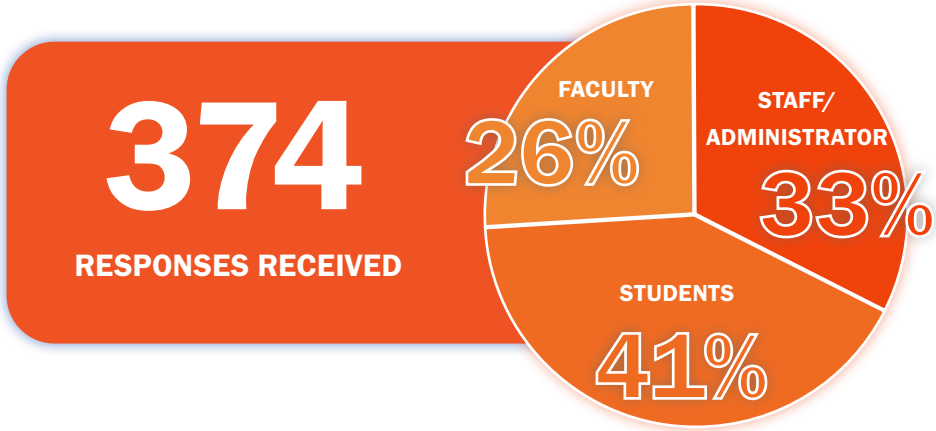
The survey results revealed a notable difference between employees' current habits and ideal preferences. Currently, the majority (53%) attend campus five or more days a week, followed by 18% four days a week, and progressively fewer for fewer days. However, when asked about their ideal frequency, the preference shifted significantly: with only 20% preferring to be on campus five or more days a week, while 32% preferred four days, and 21% prefer three days. This reflects a desire for more flexible work arrangements.

Time Spent on Campus

The majority of students (53%) reported spending their time in class, indicating the primary focus on academic space improvements. Additionally, 25% mentioned dedicating time to studying outside of class, underlining a commitment to enhancing the campus beyond formal classroom settings. Socializing constituted 10% of respondents' time, highlighting the importance of interpersonal connections in the campus environment. A smaller percentage (6%) was allocated to both relaxing and other activities.

Course Modality

Faculty expressed a desire for a blended approach to teaching, with their responses sitting in between a mix of online and entirely in-person methods. Surprisingly, students' preferences aligned with a desire for the same structure, indicating they preferred a mix of online and in-person instruction rather than solely in-person or solely online. This similarity between faculty and student preferences suggests the importance of flexibility in adapting teaching methods to meet the needs of both groups.



The Campus needs more . . .

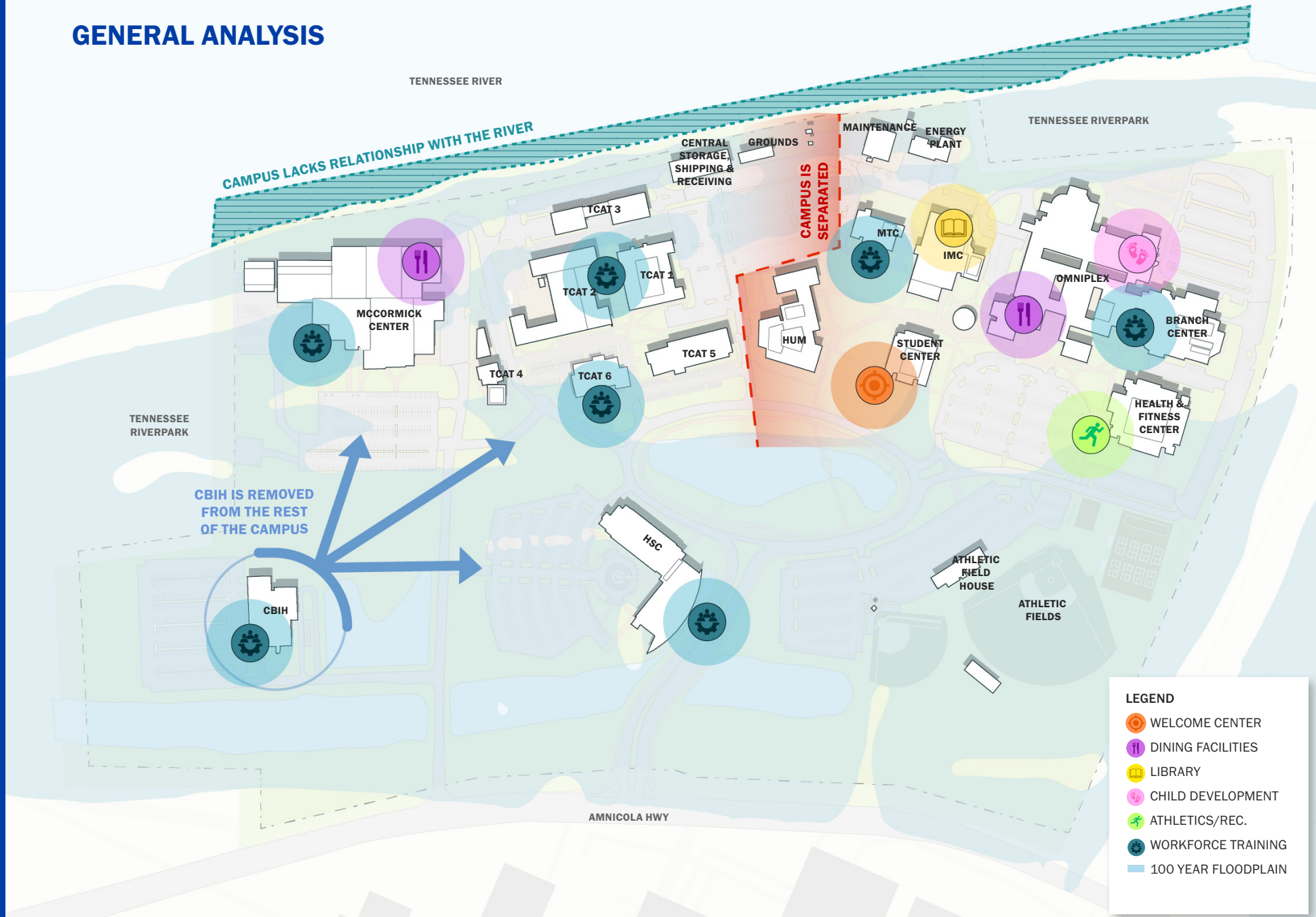
PLANNING GOALS

The Campus Master Plan is an ambitious, yet realistic, shared vision that will guide the College over the next decade and beyond. In order to prioritize decisions during the planning process, the following goals were developed based on recurring themes that emerged from participant comments during the process. These goals will also be useful during the implementation phase of the Plan to ensure that projects occur in a way that prioritizes meeting each goal.

1. HOLISTIC STUDENT SUCCESS
2. MODERNIZATION AND OPTIMIZATION
3. FINANCIAL CONSIDERATIONS
4. CAMPUS EXPERIENCE AND WELL-BEING
5. COMMUNITY ENGAGEMENT
6. ENVIRONMENTAL STEWARDSHIP

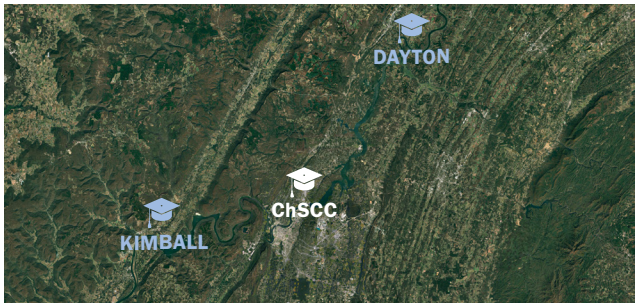
02
FINDINGS

GENERAL ANALYSIS



Amenities and specialized learning spaces are unevenly distributed across campus, with a greater concentration of resources on the east side and the west side, home to several TCAT facilities, feeling more isolated. This imbalance underscores the need to better connect academic amenities with workforce training hubs, ensuring all students benefit from a cohesive campus experience.

ChattState's specialized spaces, from advanced manufacturing labs and health sciences facilities to applied technology centers, provide hands-on training that directly supports regional workforce needs while complementing traditional academic programs. Strengthening the integration of these specialty spaces with outdoor amenities, social areas, and connections to the Tennessee River will enhance both the academic experience and the career-focused pathways that define the College.



INSTITUTIONAL CONTEXT MAP

Although ChattState operates additional sites in Kimball and Dayton, this Campus Master Plan and space analysis are limited to the main campus and do not include recommendations for the satellite locations.

LANDSCAPE

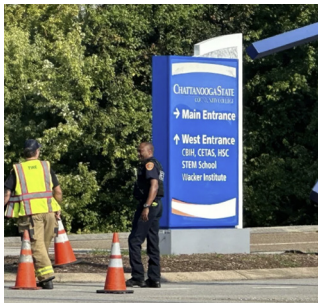
Existing campus landscaping has created a beautiful environment that provides an excellent first impression for visitors and students. A variety of mature trees provide shade along key walkways and create a sense of enclosure and are complemented by simple plantings. Although the landscape mounds help with campus drainage they also interrupt the continuity of open space to some extent. The Riverpark and Riverwalk are also a significant amenity for the campus and help connect it with the Tennessee River and Downtown Chattanooga. The existing amphitheater is the heart of campus but is not fully utilized and in some ways interrupts the pedestrian flow.

ATHLETICS AND RECREATION

ChattState has a variety of modern athletics facilities that are the envy of other Tennessee Board of Regents (TBR) Institutions and help increase enrollment while driving student engagement and health. The College currently offers baseball, softball, volleyball, and men's and women's basketball. Facilities include outdoor spaces for each sport, a baseball locker room and fitness room in the Athletic Field House, and locker rooms and facilities for other sports in the Health & Fitness Center, which also includes a gymnasium.

AMENITIES

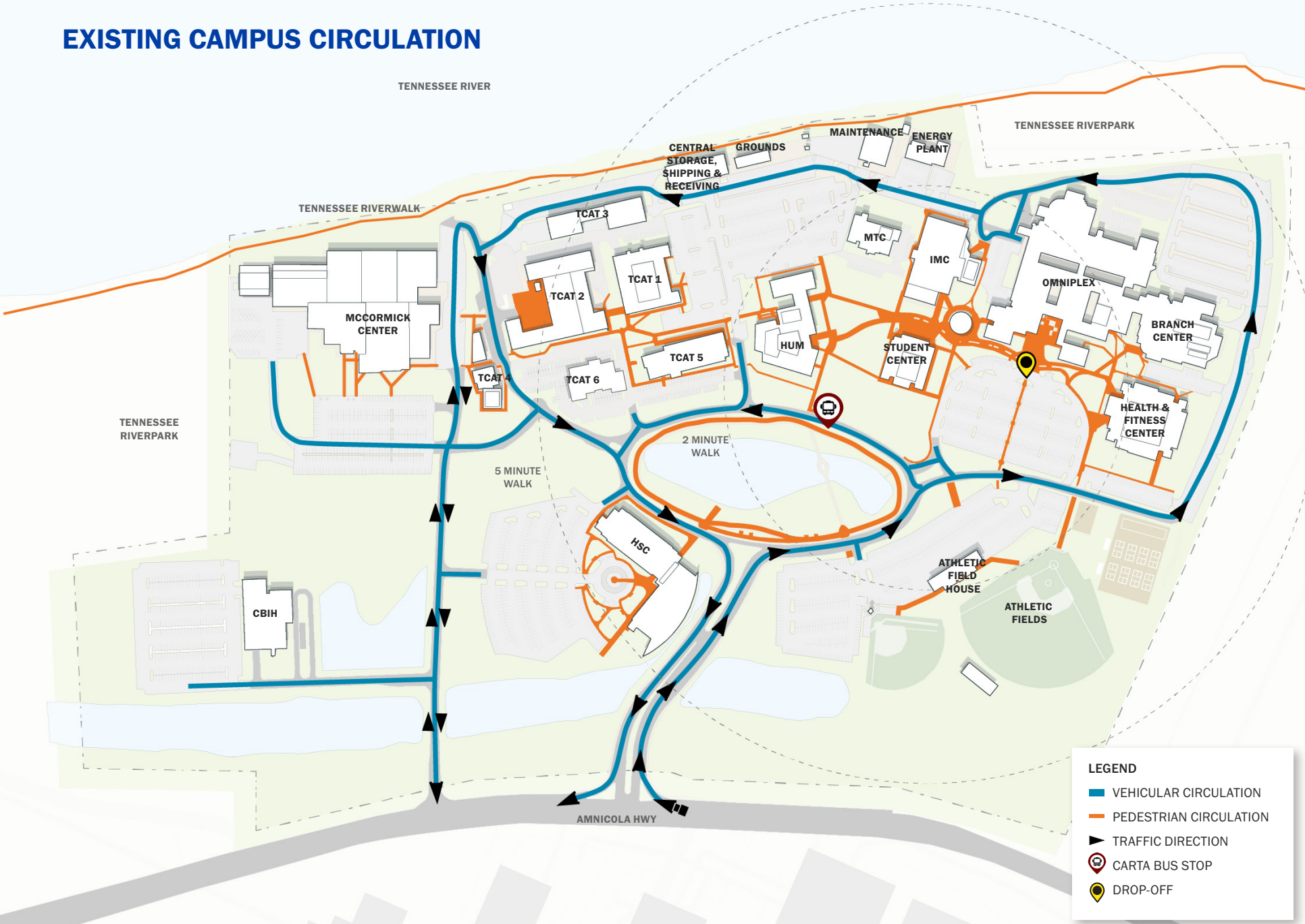
ChattState offers a variety of amenities to its students, including a childcare center, fitness center, a variety of study and gathering spaces, and multiple food service options. Cafeteria-style service as well as grab-and-go options are provided for breakfast and lunch in both the Omni Building and the McCormick Center. The Omni Building also has a cafe that is immediately adjacent to the cafeteria and provides coffee and food.



SAFETY & SECURITY

The campus has access gates at all three vehicular entrances (Main, West, and River Park), a campus-wide emergency notification system (the RAVE alert system), and a security camera network that has recently been expanded. No major unsafe areas or security concerns were identified through campus engagement or analysis.

EXISTING CAMPUS CIRCULATION



The campus's vehicular circulation system has some challenges particularly regarding the current one-way traffic flow, inhibiting the smooth flow of traffic.

Although the east side of the campus has ample pedestrian pathways, the west side is disconnected and unsafe, and students often have unfavorable experiences walking to and from the different sides of the campus.

The campus is served by CARTA, Chattanooga's public transportation system. Bus Route 28 stops near the Student Center every 50 minutes and reported about 255 riders during an average month in 2023. Route 3 also provides rush hour-only service to the campus with a stop on Amnicola Highway. Both connect directly to Downtown Chattanooga. The College provides free bus fare for students and employees with ChattState identification.

1,300

SURPLUS PARKING SPOTS

TRAFFIC FLOW

The main traffic routes on campus are a one-way loop road, which has speeding problems that create safety issues, and an outer loop (also one-way) that requires drivers to navigate through a series of parking lots behind buildings to reach parking or their destinations. These traffic patterns can make it difficult for first-time visitors on campus, although the main visitor parking is conveniently located in front of the OMNI building.

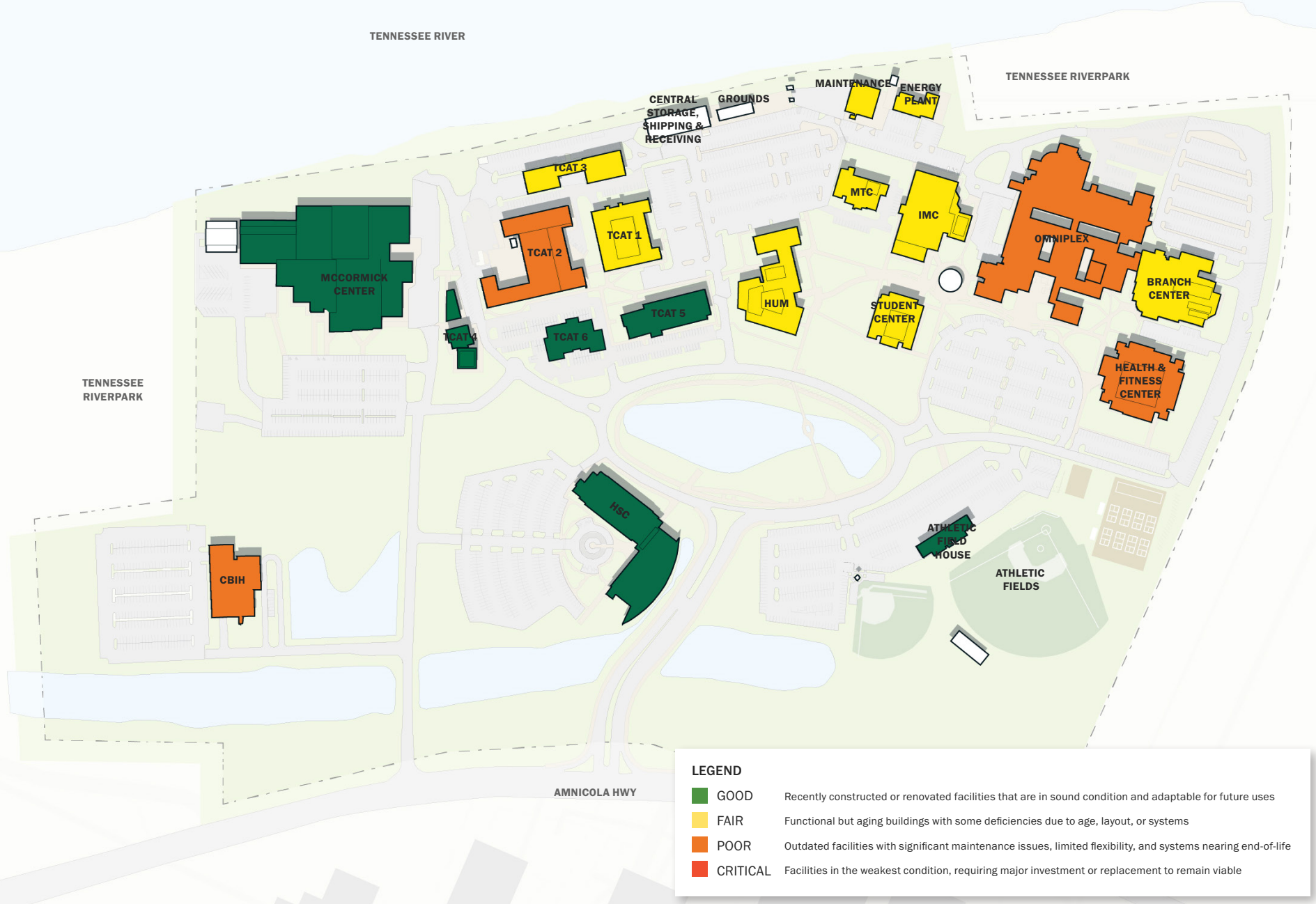
PEDESTRIAN CENTERED CAMPUS

The existing core of the campus is focused along a continuous pedestrian walkway that is safe and pleasant. West of the core, students have to walk through parking lots or cross roads to reach some TCAT buildings and the McCormick Center. Students must also cross the busy loop road to reach the Erlanger Health Science Center (HSC) building and other destinations. The campus has had several pedestrian safety incidents. The CBIH building is a 10-minute walk from the core of campus.

PARKING

Based on standard industry assumptions and the existing number of students, faculty, and staff on campus, the campus currently has approximately 1,300 more parking spaces than needed. Some of these are located near CBIH or other locations that are not within a short walking distance of buildings, and the demand for parking will increase as enrollment increases. A number of students reported traveling to and from campus using ride share services.

EXISTING BUILDING SUITABILITY



Each building on campus has been categorized according to how suitable it is for its current use and potential future uses. The Branch Center, HSC, and the McCormick Center are shown as good due to their recent construction or renovations, and ability to be adapted in the future. Buildings in fair condition include the IMC, Student Center, and Humanities buildings, since these have some specific challenges due to their age and construction. The Omni building, Athletic Center, and some of the older TCAT buildings are shown as poor due to their age, significant facilities needs, and challenges with potential adaptations for other uses. The building suitability analysis provides a foundation for understanding which facilities need more attention in this Campus Master Plan, in order to guide informed decision making.

TCAT FACILITIES

While the focus of this Master Plan is the main campus, it is important to recognize the significance of the TCAT facilities and their continued evolution.

TCAT 1, one of the oldest facilities, is slated for demolition once programs are relocated. **TCAT 5,** continues to support skilled trade and applied technology programs but will need future reinvestment to modernize its spaces. **TCAT 6,** now under construction, will provide state-of-the-art labs and classrooms for Industrial Maintenance, Industrial Electricity, CIT, Medical Assisting, AOT, and Manufacturing Automation, ensuring TCAT students have access to facilities that reflect the quality of their training.

HEALTH AND FITNESS CENTER

The Health and Fitness Center includes a gymnasium with retractable seating, a fitness room, weight room, locker rooms, offices, and other athletic facilities. It is aging and not in good condition. The lobby is confusing to navigate, and many facilities must be shared between athletes and non-athletes. The gymnasium is the only large gathering space on campus and so must be regularly used for non-athletic events.

STUDENT CENTER

The Starnes Student Center is located at the heart of campus and provides an attractive front porch with seating that is popular with students. The interior of the building has been recently renovated but lacks the energy and openness that would help make this a true student hub. The lack of windows and a modernist facade means that it turns its back to adjacent greenspace and the pond.

LIBRARY

The existing library is located in the Instructional Materials Center (IMC) building, which causes confusion with students and visitors. The Library has completed an impressive renovation and provides a variety of spaces for students to study, collaborate, and use computers. Existing group study rooms are in high demand, and students especially enjoy the flexible library pods, which support both heads-down work and collaborative group study.

OMNI

The Omniplex Building lives up to its name by providing a variety of student services, including dining and meeting space, along with a wide variety of classrooms, labs, and study spaces. The building is also located by the main dropoff area and visitor parking and has a series of iconic architectural elements. As the oldest building on campus, it has many facilities challenges, and is hard to navigate due to its sprawling nature.

FACILITIES ANALYSIS OF MAJOR BUILDINGS

BUILDING NAME	YEAR BUILT	RENOVATION/ ADDITION YEAR	CHALLENGES	ADA COMPLIANCE	LIFE SAFETY
Ray C. Albright Omniplex (OMNI)	1967	1978 two-story addition 1993 addition	Building envelope needs repairs Restrooms out of date Block walls limit flexibility Technology out of date	Elevator and stairs not compliant	Issues in older areas and around renovated areas Exit signs and strobes not visible
Media Technology Center (MTC)	1969	2009 renovation	Building envelope needs repairs Foundation issues reported	No issues identified	Needs to be reviewed and updated
McCormick Center (MCC)	1974	2011 partial renovation	Building envelope needs repairs Some interior finishes dated	Needs review in unrenovated areas, including restrooms	Good--needs some fire alarm work and a review of extinguisher locations
Instructional Materials Center (IMC)	1976	1993 additions	Building envelope needs repairs Restrooms out of date	Restrooms and elevator not compliant	Need to be reviewed and updated Egress stairs need to be updated Exit signs not visible throughout building Fire alarm system fails and is hard to maintain No direct emergency egress from library
Health and Fitness Center (HPC)	1978	2010 façade repairs	Building envelope needs repairs Roof leaks onto gym floor Roof warranty expired	No issues identified	Needs to be reviewed and updated
Paul M. Starnes Student Center	1978	2023 partial renovation	Building envelope needs repairs Some interior finishes dated Roof warranty expired	Elevator and main stairs not compliant	Needs to be reviewed and updated Sprinklers need inspecting
C. C. Bond Humanities (HUM)	1982	minor interior renovations	Building envelope needs repairs Interior finishes dated Foundation issues reported Windows are in poor shape	Elevator, stairs, ramp, and door hardware not compliant	Needs to be reviewed and updated Fire alarm system is not monitored
Charles W. Branch Center for Educational Partnerships and Social Sciences	1983	1993 addition 2023 renovation	Building envelope needs repairs	No issues identified	Updated
Erlanger Health Science Center (HSC)	2008	none	Building envelope needs repairs Outdoor fountain not functional	No issues identified	Good

**TCAT 1, 5 & 6 are not included in the Facility Analysis, for more information refer to TCAT Master Plan.*

INFRASTRUCTURE ANALYSIS

An analysis of all campus infrastructure systems was conducted to determine their conditions and capacity. A detailed report is provided in the appendix; below are the major issues identified.

Mechanical

Most buildings on campus are part of the central heating and cooling loop, with the exception of the Health & Fitness Center, Health Science Center, and TCAT Building 6. The TCAT portion of the campus is served by a single pump without redundancy, which has historically caused issues. Although there is redundancy in the boilers and chillers, they are aging and in need of replacement. The capacity of the system relative to proposed new facilities is unknown.

Most building HVAC equipment is original and antiquated, with rudimentary controls, and missing some key characteristics that are part of the current code. Some buildings and portions of buildings are not heated or cooled, which is problematic, especially in areas with students. Significant deferred maintenance issues also present considerable challenges.

Plumbing

Many plumbing fixtures throughout campus are original and antiquated, which has increased maintenance needs and water usage. The number of restrooms in each building may be inadequate in some areas due to changes in occupancy. Hot water is heated independently in each building rather than using the central heating loop.

Pumps in the wastewater system are aging, undersized, and frequently prone to malfunction, which can cause sewage to pool above ground on campus, posing a danger to students and other campus users. The condition of sewer pipes is unknown. In addition, the commercial kitchen in the Omni building is not equipped with a grease trap.

Stormwater

Given the campus location in a floodplain, major storms create significant flooding on campus. Recent flooding has not affected building interiors, but has disrupted campus operations and created safety concerns. No significant gaps with regard to stormwater infrastructure were identified.

Electrical

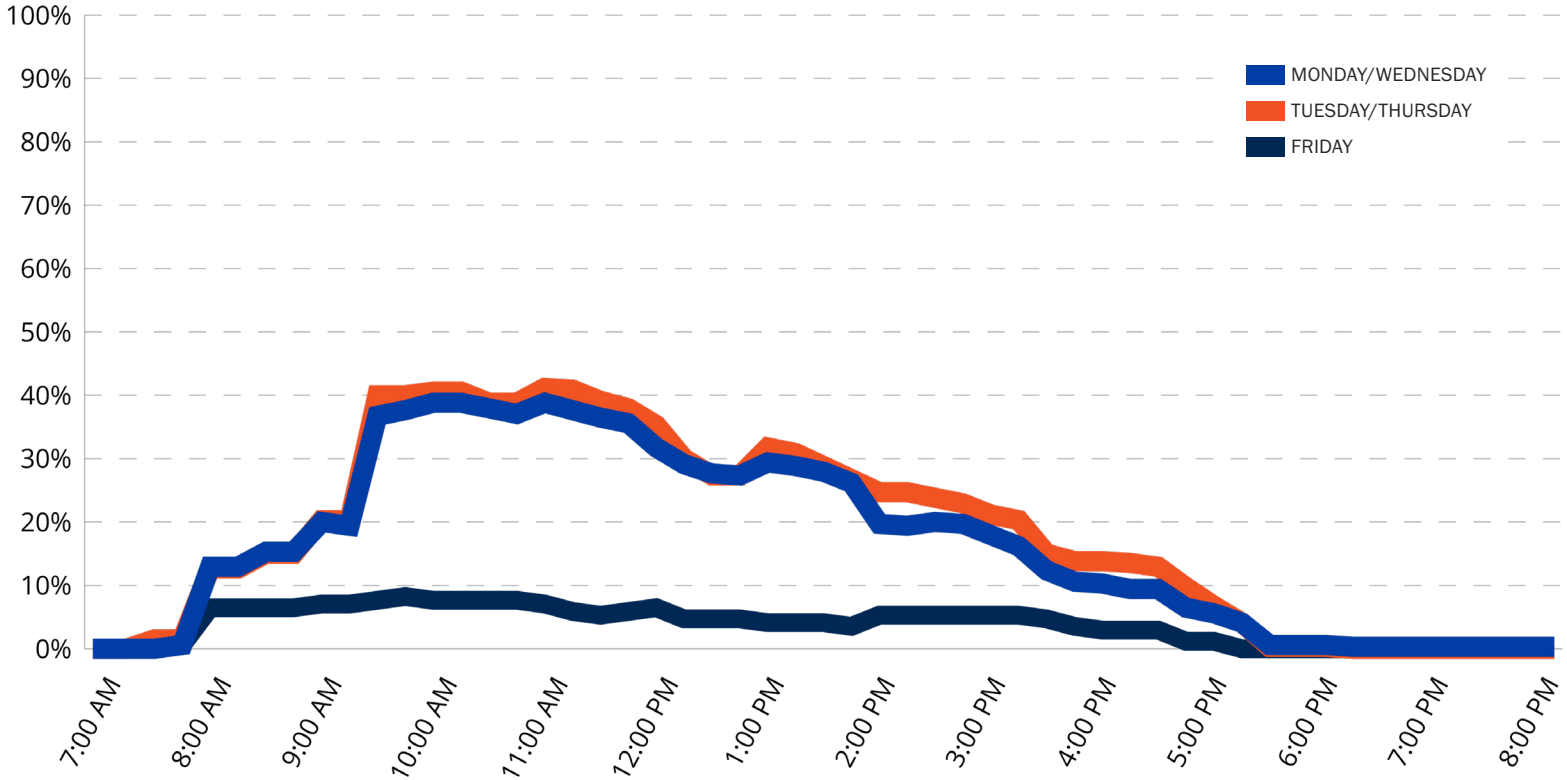
Several buildings have very aged electrical equipment, including switchgear from the 1960s. The addition of new electrical loads over the years have resulted in electrical panels being out of balance phase-wise. Some panels have no capacity for expansion. Some buildings predate modern electrical codes and were installed for example without ground wires. A number of energy saving measures have been installed.

SPACE ANALYSIS

A detailed space utilization and needs analysis was conducted for the Main Campus. ChattState's existing space inventory was completely updated during the Campus Master Plan process to reflect the current size, numbering, use, and capacity of each room on campus. Fall 2024 enrollment data and course schedules were combined with employee counts and other data to produce the results.

Academic space utilization is very low on campus. Even at peak times (Monday-Thursday 9:30-2:00), fewer than 50% of classrooms and labs are scheduled. Afternoons, early mornings, and Fridays are even less scheduled. This indicates the possibility for improved course scheduling to make better use of existing facilities.

CLASSROOM & LAB UTILIZATION (FALL 2024)



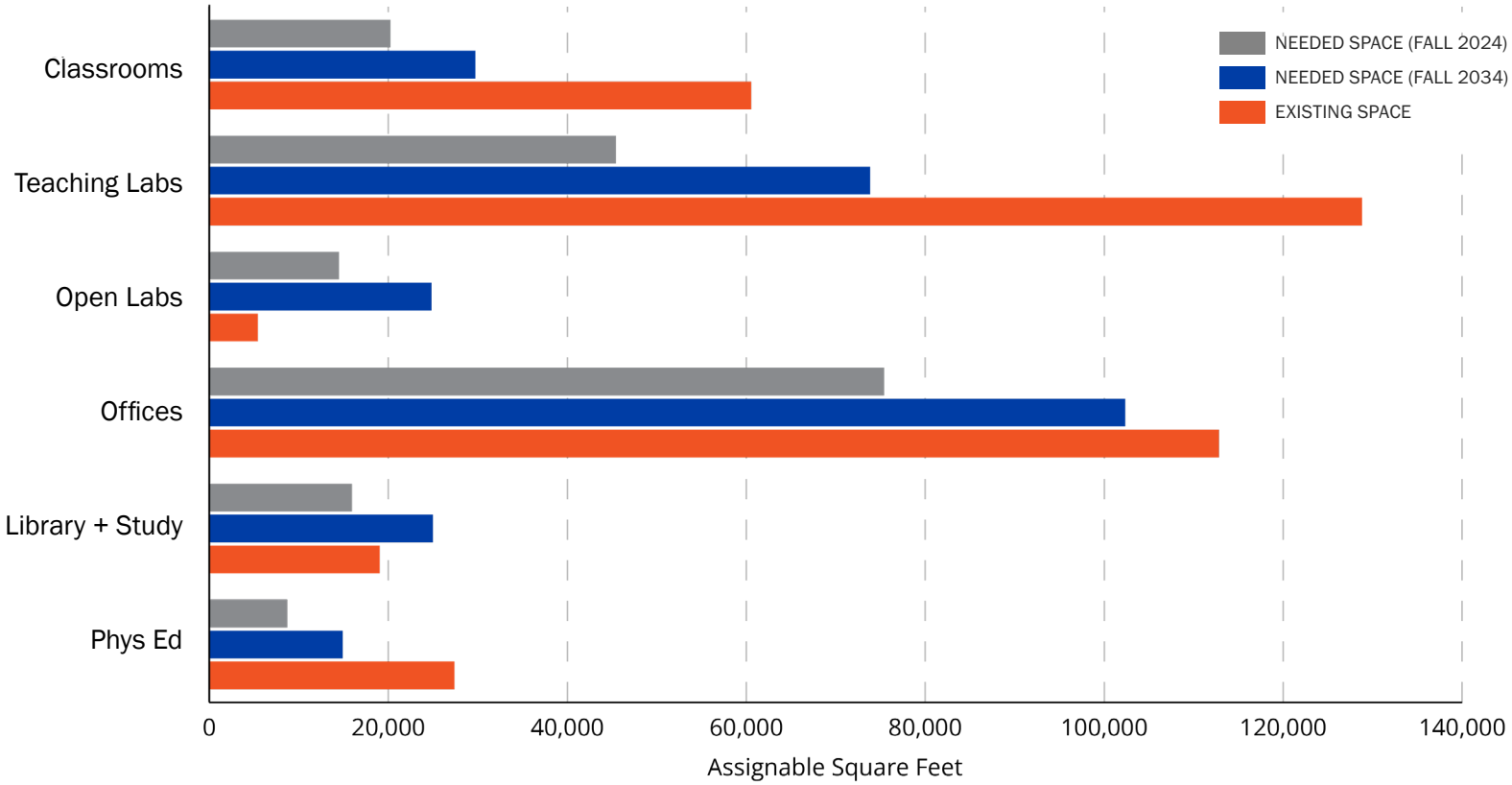
The calculations shown in the chart below reflects the amount of existing and needed space in each category based on the THEC Space Allocation Guidelines, which show a surplus of space in every category except open labs.

The surplus of existing classroom and lab space is partly related to the increase in online and hybrid course delivery, which means that fewer courses are meeting in person. The surplus of office space does not take into account hybrid work, and so is likely reflective of older office spaces that are not designed consistent with THEC standards or modern workspace arrangements.

The calculated need for additional open lab space may be due to outdated metrics that assume students do not have their own electronic devices, but could also be considered part of library/study space and indicate a potential need there, especially as enrollment grows in the future.

The surplus of physical education space is based on the assumption that a gymnasium is not necessary, but for Colleges like ChattState that have robust athletic programs, a gym is indispensable, both for athletic teams and general student well-being. In reality, there is a need for additional athletic and recreation space on campus.

CALCULATED SPACE NEEDS/SURPLUS (THEC SPACE GUIDELINES)



03
PROPOSED PLANS

ENROLLMENT PROJECTIONS

Chattanooga State experienced a drop in enrollment during the pandemic. While this was the case for most community Colleges in Tennessee and nationwide, ChattState will need several years to recover from this decline and attain pre-2020 enrollment numbers.

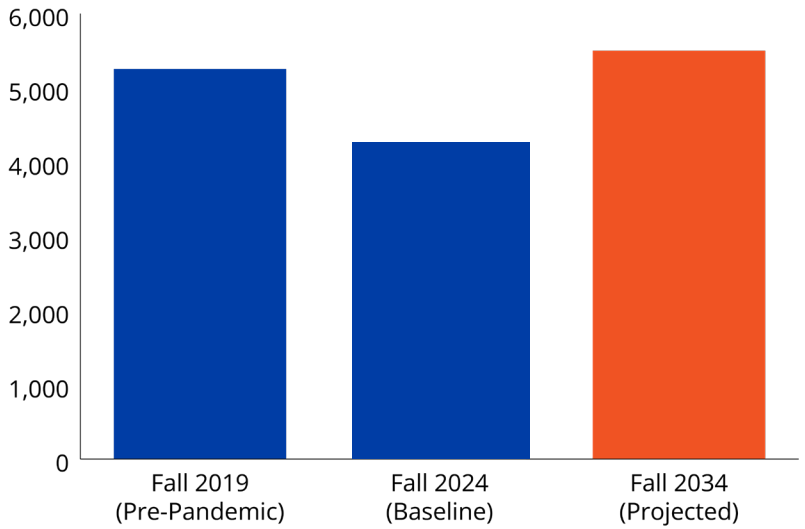
The projections shown on this page were developed based on discussions with College leadership and assume that enrollment will reach 5,500 full-time equivalent (FTE) students by Fall 2034, not including 800 FTE TCAT students. This reflects an average annual growth rate of 6%.

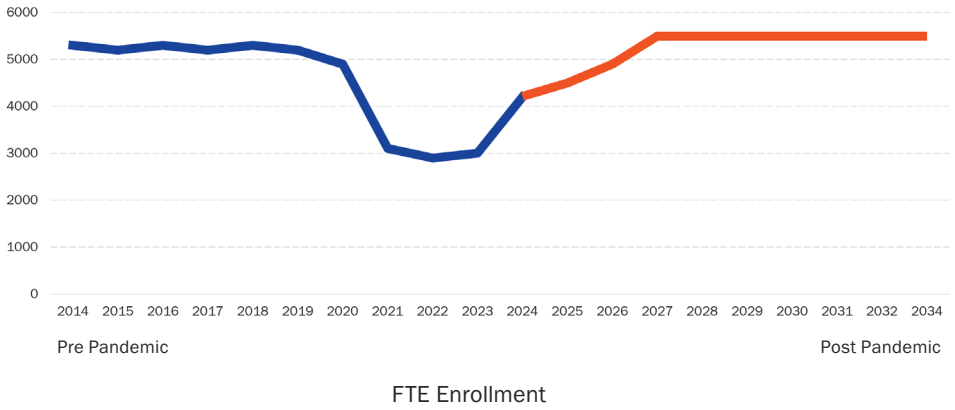
POTENTIAL FUTURE ACADEMIC PROGRAMS

The following programs were discussed as potentially coming online on the Main Campus during the ten-year timeframe of this Campus Master Plan. Additional program opportunities may arise in the future.

- Electric vehicles
- Aviation
- Quantum computing
- Data science
- Medical Lab Tech
- Artificial Intelligence (AI)

MAIN CAMPUS PROJECTED ENROLLMENT





Anticipated enrollment growth presents an exciting opportunity to expand educational access and empower the Chattanooga community.

PROPOSED CAMPUS PLAN

PLAN VISION

This Campus Master Plan proposes a series of investments that will transform the campus over the next decade by replacing or upgrading aging buildings, improving navigation on campus, enhancing outdoor spaces, and connecting the campus to the Tennessee River.

These improvements will help ChattState better achieve its mission, connect with the broader community, enhance the student experience, and provide contemporary facilities to attract and serve students.

The age of the campus, which still has a number of original buildings in service, requires significant investment rather than a continued approach of minor improvements. The cost of deferred maintenance for several key facilities likely exceeds the cost of replacement. New facilities will also provide a modern appearance to the community, and allow for modern learning and gathering spaces.

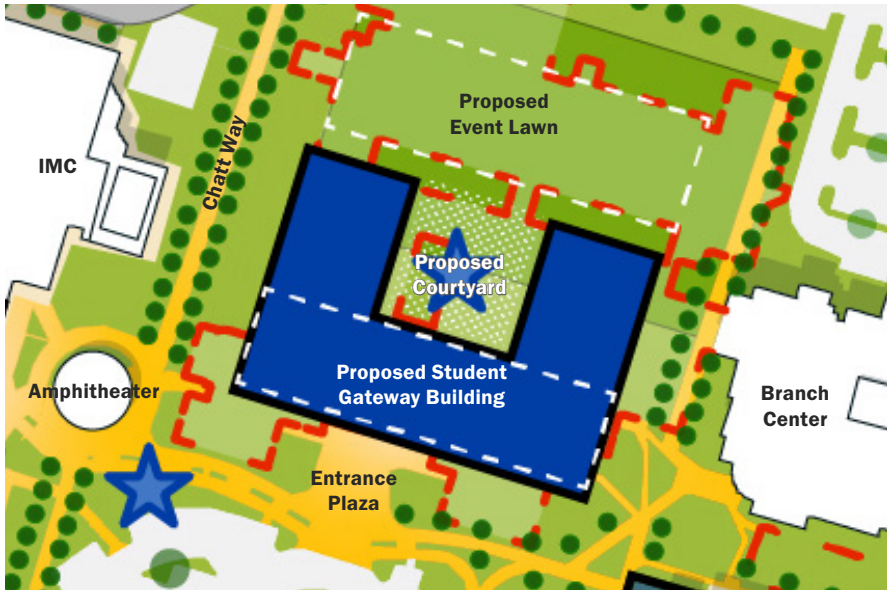
Accordingly, a proposed new Student Gateway Building will replace the existing OmniPlex Building and provide a true campus center that combines learning spaces, meeting and food service space, and outdoor spaces, while also providing views of the River.

Updating building names to be more intuitive will also help the campus be more welcoming (e.g. Library instead of IMC, Gym instead of HFC).

No land acquisition is proposed in this Plan.

	PROPOSED PROJECT	AREA/ LENGTH	ROUGH EST. COST	PHASING	FUNDING SOURCE
A	Demolish OmniPlex	158,000 SF	$2M	Short-term	State Capital Outlay
B	New Gateway Building & Event Lawn	144,000 SF	$129M	Short-term	State Capital Outlay
C	New Roundabout (A)	n/a	$1.3M	Short-term	ChattState, Private
D	Addition to HFC	34,000	$22M	Mid-term	ChattState, Private
E	Rear Road Improvements	1,580 LF	$800k	Mid-term	ChattState, Private
F	New Roundabout (B)	n/a	$1.7M	Mid-term	ChattState, Private
G	New Soccer Field	81,000 SF	$500k	Long-term	ChattState, Private
H	Student Center Commons Renovation & Facade	3,000 SF	$2.7M	Long-term	State Maintenance
I	Library Entrance Improvements	10,000 SF	$900k	Long-term	State Maintenance
J	New Chatt Way (river connection)	500 LF	$440k	Long-term	ChattState, Private
K	New Pedestrian Bridge Over Pond	400 LF	$1M	Long-term	ChattState, Private
L	Loop Road Conversion to Pedestrian Walkway	850 LF	$790k	Long-term	ChattState, Private
	TCAT Specific				
M	Demolish TCAT 1 / Create Amenity Lawn	66,000 SF	$770k	Short-term	State Capital Outlay
N	New TCAT 6 Building	27,800 SF	$15M	Underway	State Capital Outlay

1. *Cost estimates are rough order of magnitude and should be reevaluated before budgeting and design begins.*
2. *Costs include construction costs in addition to markups to account for items such as overhead, profit, permitting, professional fees, furniture & contingency.*
3. *Escalated project costs are based on approximate timeline for potential projects.*
4. *Areas indicated are approximate gross areas.*



Dashed white lines indicate an alternate location for the Gateway Building if it were constructed as two separate buildings rather than one building with separate wings

STUDENT GATEWAY BUILDING FACADE

STUDENT GATEWAY BUILDING

A new Gateway Building is proposed to replace the outdated OmniPlex Building. The Omni Building was determined to be in poor condition, and has a variety of facilities issues, including the HVAC systems, interiors, and science labs, which are very outdated. The Omni Building is not designed to be flexible given its complicated layout, and it does not make efficient use of existing land since it is mostly one story tall. All existing uses in the Omni Building should be incorporated into the new Gateway Building.

The proposed three-story Student Gateway Building will create a welcoming and vibrant campus hub. It should include modern classrooms and science labs to replace existing dated spaces, as well as administration offices, new food service space, and a multipurpose room. The oldest (front) portion of the Omni Building will need to be demolished first to allow for construction. The rear of the Omni Building can be demolished once the new building opens. In the interim, biology labs in the rear portion of Omni may need to be converted for temporary use as chemistry labs when the chemistry labs in the front portion are demolished.

The Gateway Building should have a modern, transparent facade that helps reinforce the primary east-west pedestrian axis, and should provide an inviting appearance that is visible from the parking lot. The building's height will allow the Tennessee River to be visible from its upper floors, connecting the water to the campus visually. Finally, on the third floor, meeting rooms and study areas should be designed to take advantage of these views.

In an alternate configuration, the building could be constructed as two rectangular structures defining a central open space. This would allow for a separation of uses between buildings but reduce efficiency and require two elevators and lobbies.

Courtyard

The U-shaped building will frame a new courtyard as a nod to the existing courtyards within the Omni Building, but on a larger and more usable scale. This intimate outdoor space should be a landscaped campus oasis with ample seating areas, perfect for studying, socializing, or as an outdoor classroom or community event space. This multi-functionality makes the courtyard a valuable asset, providing a space for campus users to connect outside the classroom walls.

SCIENCE LABS

FOOD SERVICE SPACE

MULTIPURPOSE ROOM

Event Lawn

The Courtyard will face a larger event lawn that can be used for informal recreation as well as serve as a place to host commencement outdoors. The smaller footprint of the proposed building due to its three stories will allow for an ample outdoor space. By leveraging the Chattanooga climate, a host of activities can occur on the lawn, allowing for larger gatherings, with the potential to host events like outdoor movie nights, student organization fairs, and community partnership events.

Science Labs

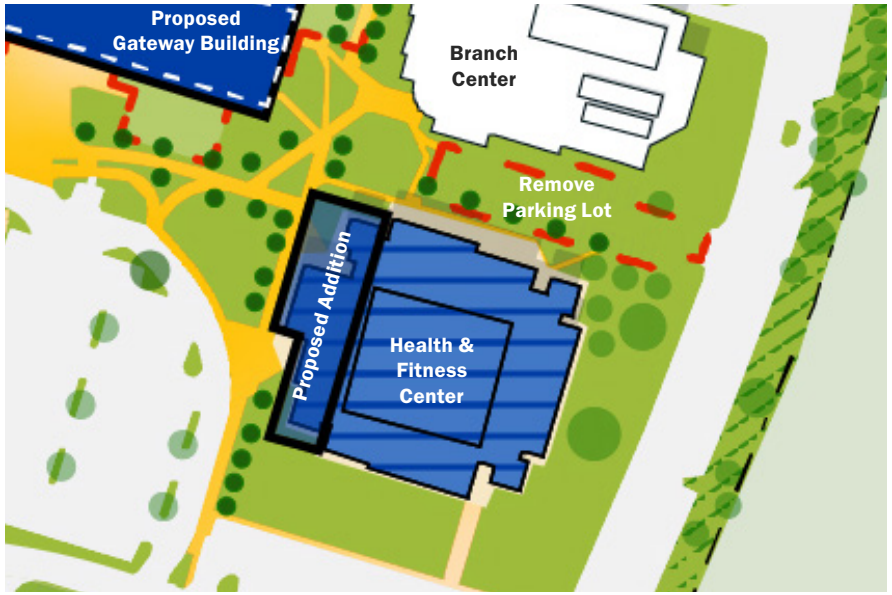
Existing science labs in the Omni Building have not seen significant updates in more than 50 years and are problematic from a teaching, safety, and practical perspective. The new Gateway Building will include modern science labs that create an inspiring and functional learning environment for both students and faculty. These labs will have natural light, proper ventilation and support spaces, cutting-edge technology, and accessible furniture to promote hands-on learning and scientific exploration for students, allowing them to engage in new ways. Modern classrooms and computer labs will also be provided in this building to replace existing dated spaces.

Food service Space

The existing food service space in the Omni Building is awkwardly divided into two venues, and the back of house spaces are very dated. A new facility would face the amphitheater area and provide counter service as well as grab-and-go options. Indoor and outdoor seating areas, including the nearby courtyard, will provide a convenient place to grab a bite and recharge.

Multipurpose Room

The campus currently lacks a large gathering space besides the gymnasium, which is not well suited due to poor acoustics, lack of pre-function space, and inappropriate aesthetics. The Gateway Building should include a true multi-purpose room that can accommodate large events such as student orientation, staff training, awards ceremonies and community events. This space will help promote all that the campus has to offer to the broader community.



HEALTH & FITNESS CENTER ADDITION

The existing fitness center is used by both athletes and non-athlete students, and so often has conflicts. A small addition on the front of the building would provide a new fitness center with workout equipment for non-athletes to resolve existing conflicts, while also providing a modern facade to the gym. The gym entrance is not fully accessible and lacks a lobby or pre-function space, despite being used for large events. The proposed addition could provide a modest lobby to be used as event overflow space, and make the entrance fully accessible.

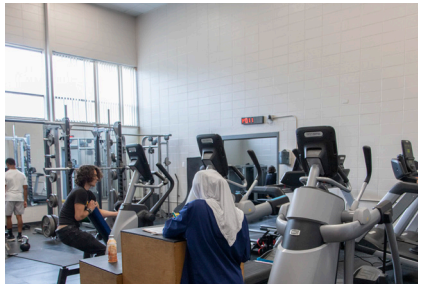
BEFORE

AFTER

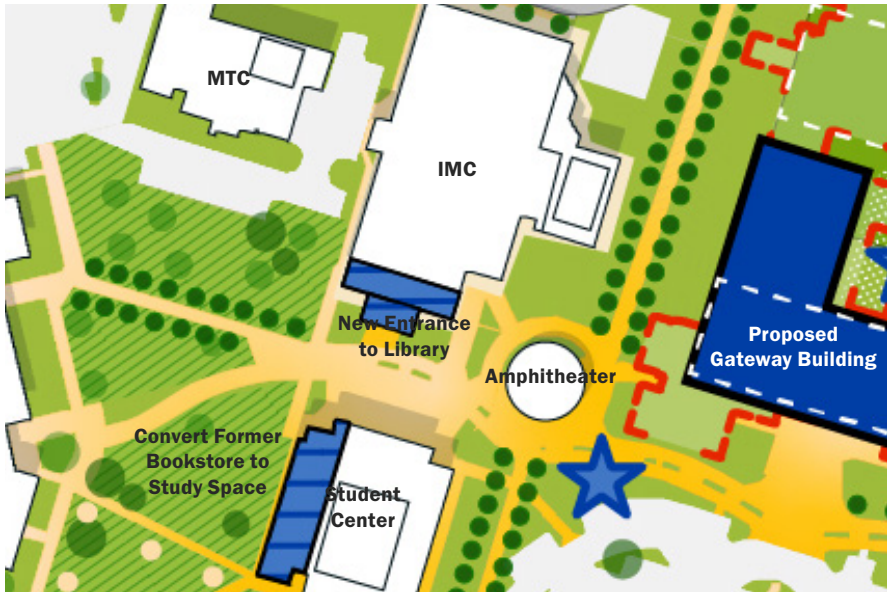
PROPOSED HEALTH AND FITNESS CENTER ADDITION

BEFORE

AFTER



PROPOSED HEALTH AND FITNESS CENTER RENOVATION



STRATEGIC RENOVATIONS

The Instructional Materials Center (IMC), commonly known as the Library, has recently been renovated, but is difficult to find, since students and community members have to navigate a series of lobbies to reach it. A new front door should be created for the library to face the central east-west pedestrian access. This will make it more visible and accessible for everyone. A family study room should also be provided inside the library, and expanded restrooms should be provided. Altogether, these improvements will promote more use of the library which is currently praised for its group study pods.

The existing Student Services Building has also undergone recent renovations, but lacks active student spaces and does not have a transparent facade. A proposed renovation would convert the existing bookstore to study space, and relocate the bookstore to smaller space in the proposed gateway building. In its place, a brand new student study and gathering space should be created with large windows to provide natural light and calming views of the improved quad, which is currently not utilized. This dedicated space will provide students with a place to relax, and recharge.

BEFORE

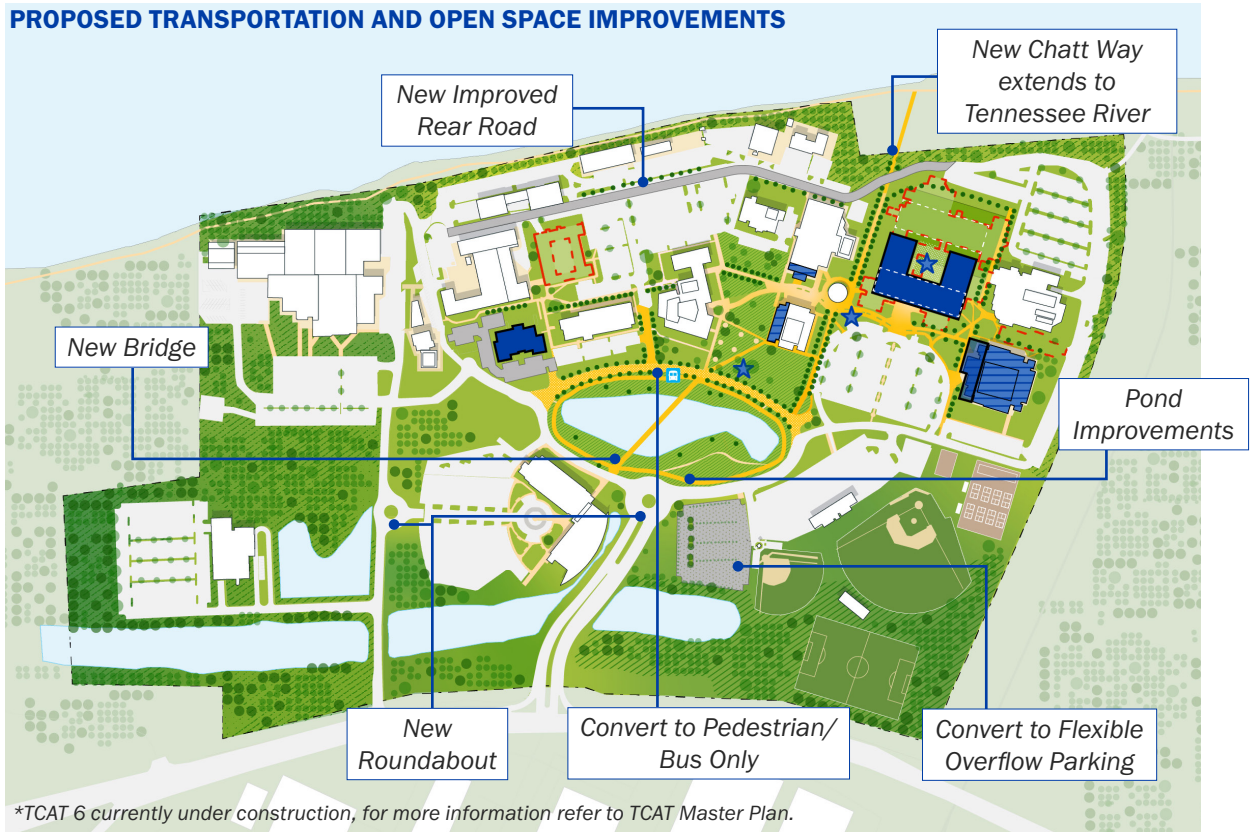
AFTER

PROPOSED STUDENT SERVICES BUILDING RENOVATION

BEFORE

AFTER

PROPOSED LIBRARY RENOVATION



This Plan proposes a number of exciting improvements focused on enhancing circulation throughout the campus and creating inviting open spaces. Together, these improvements will make it easier and more pleasant for pedestrians and vehicles to navigate the campus and reach their destinations, while also allowing everyone to make better use of existing outdoor environments.

Image courtesy Valencia College

Loop Road Conversion to Pedestrian Walkway

The existing loop road is unnecessarily wide and encourages speeding. The northern portion of the loop is proposed to be converted to a pedestrian promenade, to allow for a safe way to walk to the HSC building as well as enjoy the improved pond. The pavement width should be reduced and converted from asphalt to pavers. Tree plantings and pedestrian lighting should be provided, along with a gate that will allow city buses, maintenance vehicles, and major deliveries to use the road. The remainder of the loop road should be converted to two-way traffic

New Roundabouts

A new roundabout at the campus entry will improve traffic flows with the two-way conversion of the loop road, while also slowing vehicles and providing a monumental point of arrival into the campus. A second roundabout will slow traffic and provide a gateway to the HSC.


RELFECTIONS

Image courtesy Bill Price III


PATHWAY PRESENCE

CAMPUS CONNECTION

Pond Improvements and New Pedestrian Bridge

The existing pond is a focal point for campus, but is unattractive due to the riprap and lack of landscaping and pedestrian access. The pond should be preserved as an important amenity and stormwater feature, but the shoreline should be planted with grasses to naturalize and soften the edge, trees should be planted around its shore, and a new pedestrian bridge should be built to better connect the HSC to amenities in the core of campus, as well as provide space for graduation pictures and other moments. This activate the pond area, making it a more inviting destination for relaxation and reflection.

Chatt Way

The proposed “Chatt Way” is envisioned as a vibrant pedestrian corridor uniting all quadrants of campus. More than a pathway, it serves as a symbolic bridge to the Tennessee River, reconnecting the campus to its most significant natural asset. Just as Downtown Chattanooga once reoriented itself toward the River and Riverwalk, this wide promenade will do the same for campus life. Accentuated with pavers, seating, trees, lighting, and art, Chatt Way will offer an inviting route that celebrates the journey to the scenic riverfront.

Rear Road Improvements

To navigate the campus today, you must follow a winding route through parking lots and by maintenance buildings to reach a destination and then leave the campus. These proposed improvements will create a true street (with sidewalks, trees, and gutters) that provides an intuitive and attractive route.

TCAT 1 and TCAT 5

The open space improvements around TCAT 1 and TCAT 5 will play a vital role in supporting the campus community. The upgrades will create more inviting and flexible environments that accommodate informal gathering, and day-to-day campus life.

Campus Connection

Chattanooga State’s identity can be further strengthened through moments that connect people with place. Signature elements like signage, and branded installations foster pride and visibility while tying the campus experience together; bridging community, culture, and campus spirit.

**Imagery serves as examples to inspire future possibilities.*

Iconic Features

Several locations are shown on the proposed Campus Plan where iconic features (indicated by stars) could be created. Rooted in Chattanooga State's dual identity, proposed iconic features such as a flowing fountain inspired by the river, bold gateway signage or supergraphic, a tribute-to-trades statue, a student success archway symbolizing orientation and graduation, and a river-facing learning terrace are all opportunities to creatively reinforce the College's mission of academic and technical training, celebrate community, and highlight its unique connection to the Tennessee River.

Landscaping Improvements

Existing outdoor areas on campus are a beautiful amenity an one of the most attractive features of the campus. Improvements should focus on simplifying the landscape and focusing on lawn areas and shade trees, without complicated or high maintenance shrubs. When this is implemented and landscaping on mounds is converted to groundcover or turf, existing open spaces will be more visible, since students are currently unaware of some areas that are hidden today. Amenities such as seating, hammocks, and outdoor games should be provided.

Soccer Field

ChattState already has a robust athletics program, but lacks a facility for soccer. The proposed soccer field would be an amenity for students and the community, but would also allow the College to add a soccer team and increase enrollment with new athletes. Locker rooms for soccer players should be provided in the Athletic Field House.

Safety & Security Improvements

While no major security hotspots were identified, the campus must continue to be improved to preserve the safety of students, employees and visitors. The following improvements are recommended: electronic access controls on every door of every building, an audiovisual emergency notification system, additional security cameras, and upgraded locks on all doors.

GATEWAY & PRIDE


COMMUNITY GREEN


LEARNING TERRACE

HIGHER EDUCATION CENTER

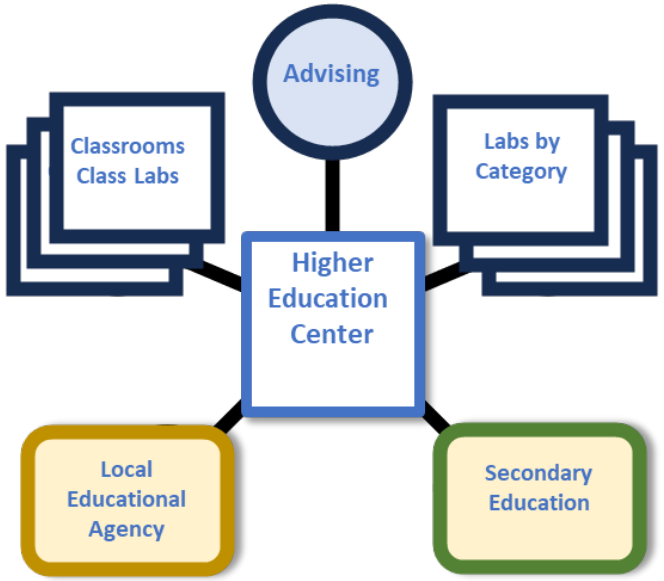
Chattanooga State currently offers an integrated model for joint enrollment for Tennessee College of Applied Technology (TCAT) students into community colleges in aligned academic programs. This integrated model of a Higher Education Center (HEC) partnership creates an opportunity to promote articulation across thirty-three high-wage, high-demand workforce programs. These integrated programs form the part of the concept of a HEC, and build upon the foundation of a statewide partnership among regionally compatible TBR institutions and 4-year universities. Additionally, these programs permit a high school student to enter a community college and earn both a high school diploma and an associate degree in two years or allowing students to be dually enrolled in a TCAT and earn both their high school diploma and TCAT diploma or certificate.

The academic teaching spaces (classrooms, class labs, labs, and support space) are sized based on established space guidelines dictated by the category of the assigned program. Chattanooga State currently offers 23 programs associated with the integrated programs. These programs are accommodated onsite, offsite, or a combination of both (see figure at right). Opportunities should be pursued to continually increase the number of programs offered onsite when existing geographic service areas are increased or underserved. Opportunities to renovate inadequately configured existing spaces, adaptive reuse of surplus spaces or create new spaces should be considered for continued program growth. In addition to the academic teaching spaces, support spaces including administrative, advising, career counseling, student commons areas, and meeting spaces should be increased in proportional to the number of programs.

These spaces should be grouped together to create an identifiable "storefront" location while creating a visual identity for satellite campuses of other participating institutions.

The continued development of the TBR Higher Education Center vision requires flexibility to adapt or create new spaces to meet increasing workforce education needs within the region. Continued improvement should be considered to develop all the components of the Higher Education Center.

Higher Education Center Components



WORKFORCE TRAINING

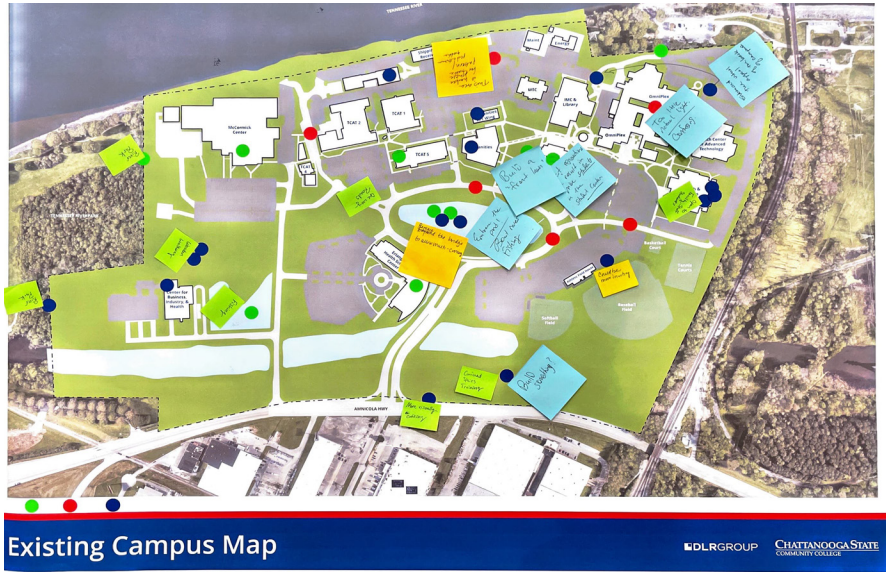
Independently or as part of a Higher Education Center, TBR has the goal of each community college providing at least 10,000 assignable square feet of workforce training space, with larger amounts of space appropriate for those campuses that provide a larger number of workforce training hours. Chattanooga State currently has a variety of spaces that are used for workforce and industry training across several buildings. Since these spaces total significantly more than 10,000 square feet and are currently adequate for their intended purposes, no additional workforce training space is recommended by this plan.

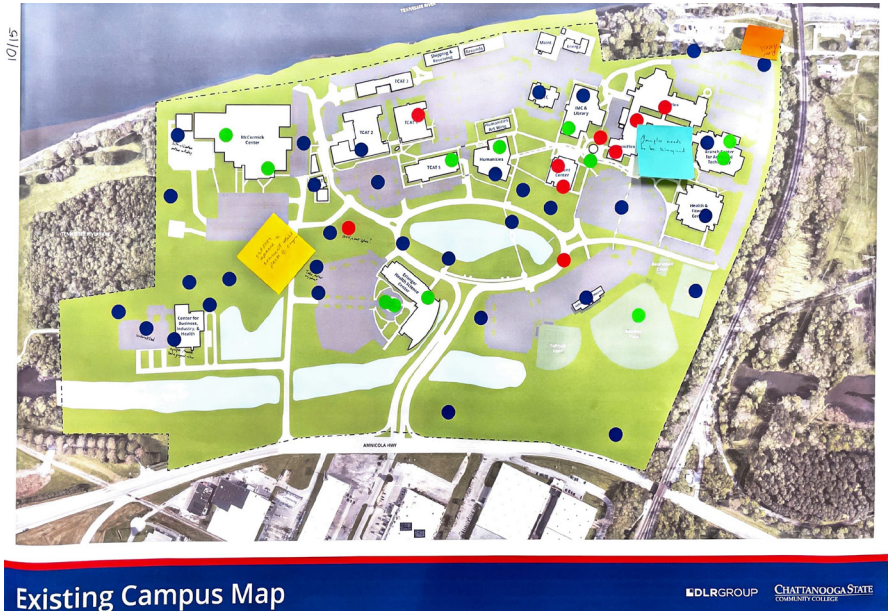
04
APPENDIX

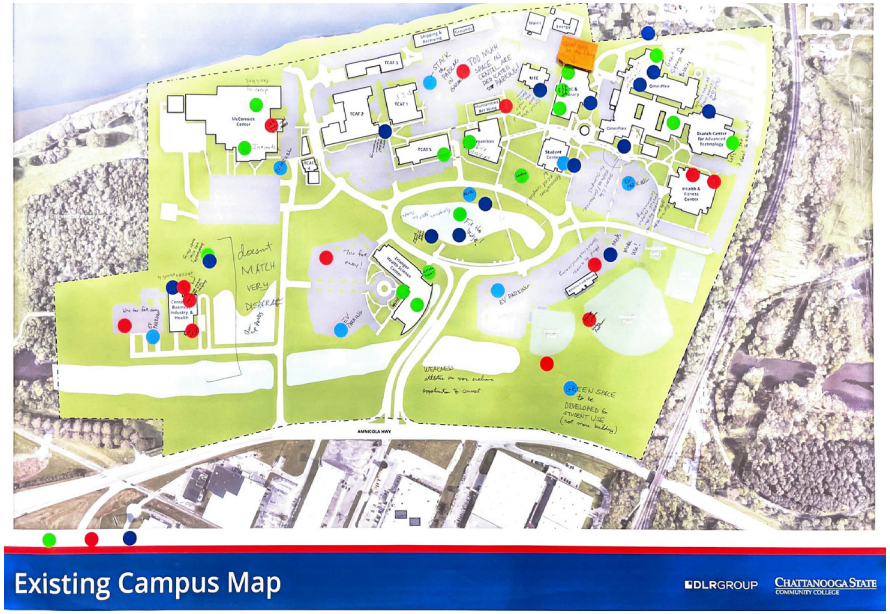
VISIONING WORKSHOP RESULTS

SWOT EXERCISE

- **STRENGTH:** EXISTING CAMPUS ASSETS, GREAT PLACES TO BE
- **WEAKNESS:** EXISTING CAMPUS WEAKNESS, PROBLEM AREAS
- **OPPORTUNITY:** AREAS OF CAMPUS THAT COULD OR SHOULD BE TRANSFORMED



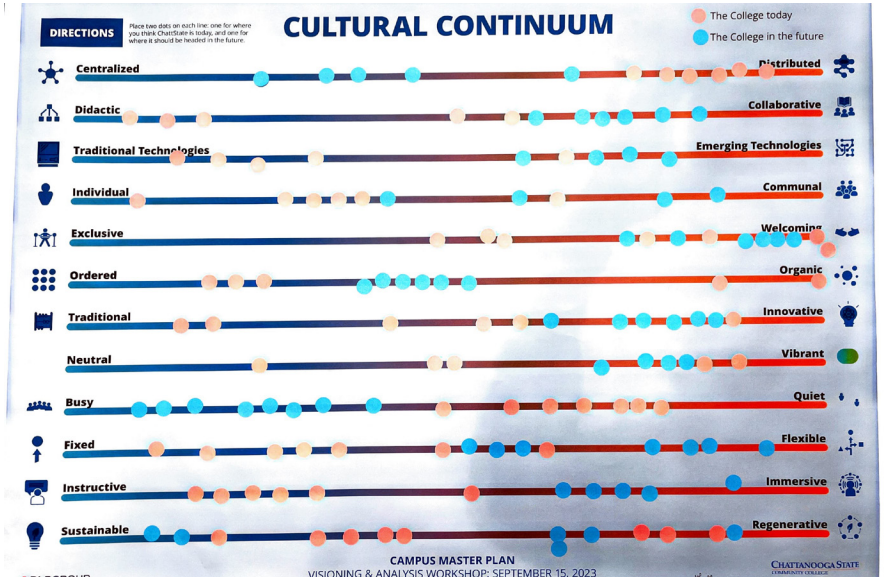


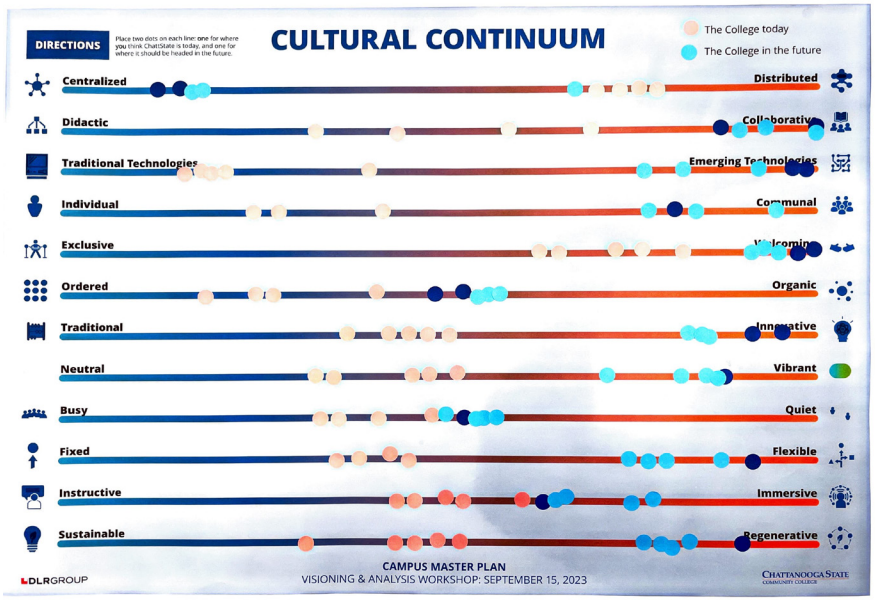


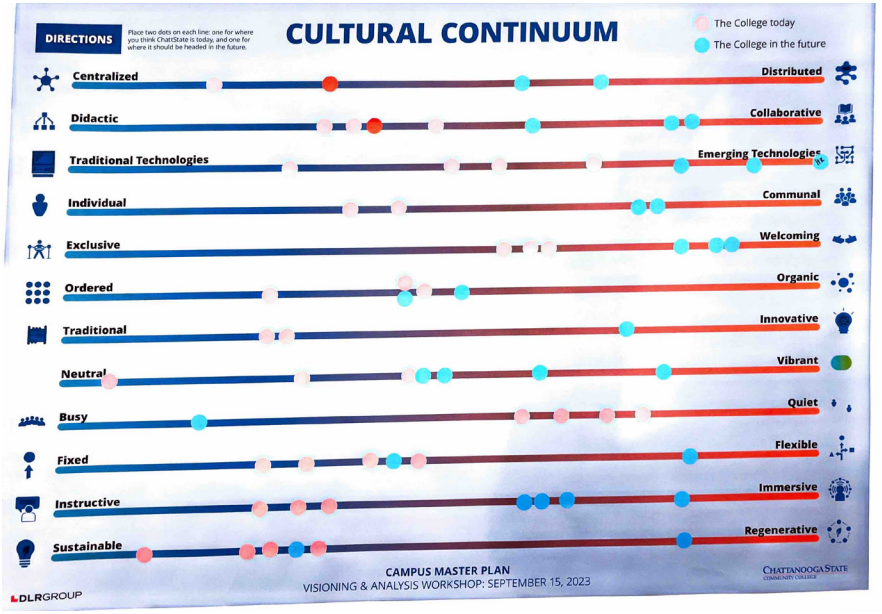
CULTURAL CONTINUUM

COLLEGE TODAY

COLLEGE IN THE FUTURE

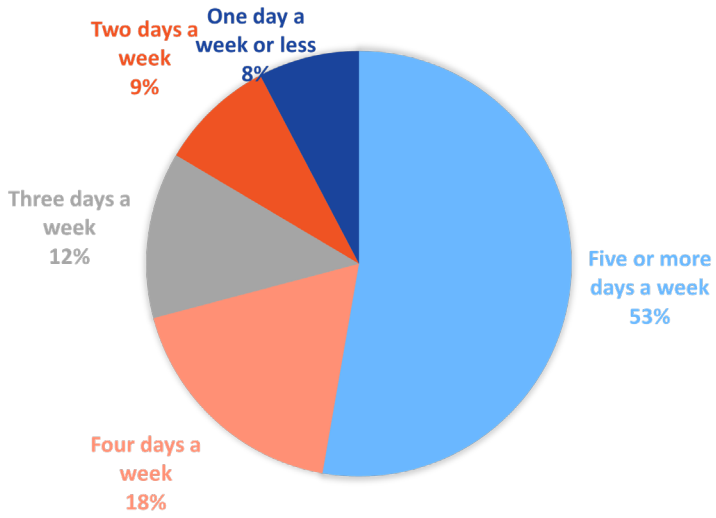




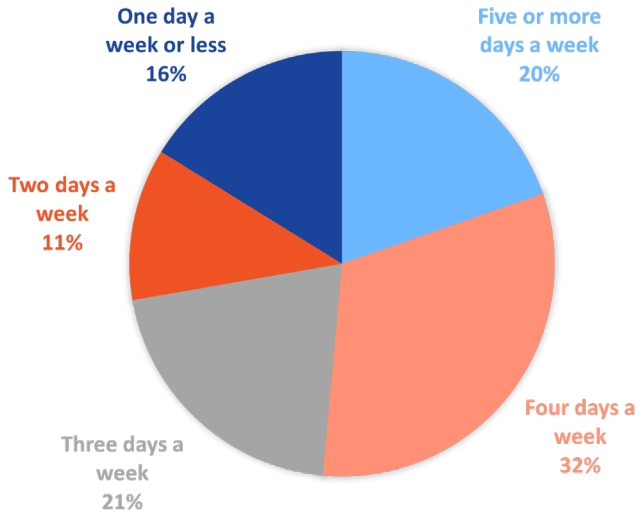


SURVEY RESULTS

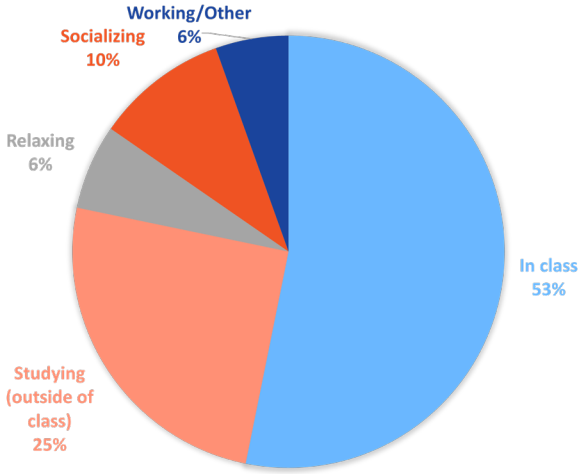
How often do you go to campus?



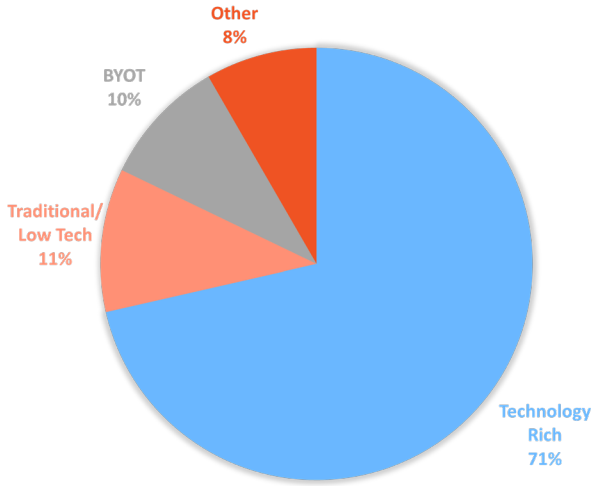
In an ideal world, how often would you prefer to go to campus?



In a typical week this semester, how much time do you spend doing the following activities?



What level of technology best helps your students learn in the classroom?



In an ideal world, I would prefer to teach my classes:

In an ideal world, I would prefer to take my classes:

Rate the image

OFFICE SPACE

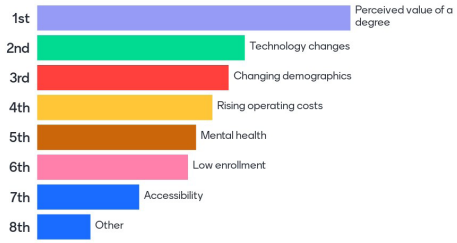
CLASSROOMS

BIG IDEAS WORKSHOP RESULTS

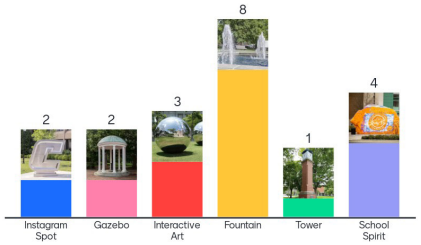
DRAFT PLAN WORKSHOP RESULTS

POLL RESULTS

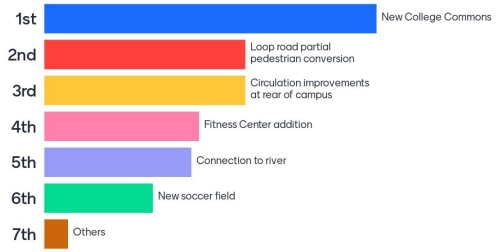
What are the biggest challenges facing higher education today?



Which iconic features are most appropriate for campus?



Which elements of the plan should be a priority for implementation?



What potential CBIH partners would be the most symbiotic with ChattState's mission?

11 responses

THEC MODEL DETAILED RESULTS

The table below shows the detailed results of the THEC model with all numbers shown in Net Assignable Square Feet.

	CLASSROOM	LAB	OPEN LAB	OFFICE	LIBRARY + STUDY	PHYSICAL EDUCATION
Fall 2024						
Space Needs	20,226	45,428	14,473	75,390	15,923	8,684
Space Available	60,551	128,817	5,412	112,823	19,033	27,385
Net Space Needed	40,325	83,389	- 9,061	37,433	3,110	18,701
Fall 2034						
Space Needs	29,730	73,845	24,823	102,349	24,981	14,894
Space Available	60,551	128,817	5,412	112,823	19,033	27,385
Net Space Needed	30,821	54,972	- 19,411	10,474	- 5,948	12,491

For detailed information on TCAT, refer to TCAT Master Plan.