



CAMPUS MASTER PLAN

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CONTENTS

EXECUTIVE SUMMARY	1
CONTEXT	6
LOOKING BACK	6
PLANNING PROCESS	7
THE 2015 STRATEGIC PLAN	8
ENROLLMENT	9
SPACE UTILIZATION: CLASSROOM, LABORATORY, AND STUDIO	10
THEC FORMULAS	13
PRIORITIES	14
HIGHER EDUCATION CENTER (HEC) PARTNERSHIP	16
SAFETY AND SECURITY	17
DYERSBURG CAMPUS MASTER PLAN	24
CAMPUS ANALYSIS – EXISTING AND PROPOSED MASTER PLAN	26
DYERSBURG CAMPUS	32
JIMMY NAIFEH CENTER CAMPUS	34
HENRY COUNTY CAMPUS	36
BUILDING CONDITION	38
UTILITIES AND SITE INFRASTRUCTURE	39
LAND ACQUISITION	32
PRELIMINARY PROJECT COST ESTIMATES – MAJOR PROJECTS	41
APPENDIX A – SPACE UTILIZATION	45
APPENDIX B – THE DYERSBURG ARBORETUM	50



Dyersburg State Community College / CAMPUS MASTER PLAN

EXECUTIVE SUMMARY

Dyersburg State Community College has three campus locations: the main campus in Dyersburg, the Jimmy Naifeh Center in Covington, and the Henry County Center in Paris. The College is actively seeking new space to replace the small, leased space in Henry County. It is also discussing potential future opportunities in Haywood and Brownsville counties.

Over the past 15 years, Dyersburg State Community College’s enrollment has decreased. Although, in the past seven years enrollments have remained relatively stable, and for the past 2 years, it has increased. Because of this overall enrollment drop, the College has more space in several categories than the Tennessee Higher Education Commission (THEC) Space Guidelines suggest.

At the present enrollment level, the college has more classroom, laboratory, and library space, but there is a deficit of space in offices and open laboratories. This situation changes as the College’s enrollment continues to increase.

When the on-ground FTE enrollment is 1,990 FTE students, the summary table shows that the College will lack lab and studio space, open labs, and office space for a total of 26,051 NASF. At the same time, it continues to have more classroom and library study space than formulas indicate totaling 23,131 NASF.

Note: The THEC formulas only references five FICM categories: classrooms, instructional labs and studios, open labs, offices, and study/library spaces. The College has other space needs that are in FICM categories 500, 600, and 700 and include such spaces as physical education and recreation, media production, clinics, demonstration spaces, greenhouses, assembly space, exhibition space, lounges, meeting rooms, and IT.

Summary NASF				
Part	Modeled	Exist E&G	Difference	Equiv FICM
I - Classrooms	18,202	31,681	13,479	1xx
II - Lab / Studio	49,896	39,402	-10,494	210, 215
III - Open Lab	9,949	9,529	-420	220, 225
V - Office	65,896	50,759	-15,137	3xx
VI - Library/Study	16,428	26,080	9,652	4xx
Totals:	160,371	157,451	-2,920	

Note: The square foot numbers are inclusive, covering scheduled classrooms and laboratories as well as their support spaces: prep rooms, storage, instrument and equipment rooms, classroom support, and storage areas. Later in the report, in the section on classroom and laboratory utilization, the square foot numbers exclude support spaces but include only the scheduled spaces.

So, currently and in the future, the College has and will continue to have a problem with insufficient office space.

Similarly, the College currently has an insufficient amount of open lab space and instructional lab space will be needed in the future. Classroom and Study/library space will continue to be higher than the formula. The College could re-purpose several classrooms and reuse them for office or other needs.

The campus planning process identified a long list of needs, issues, and opportunities. The College then prioritized that list and identified 20 needs.

Main Dyersburg Campus

- The highest priority need is for a Community Workforce Entrepreneurial Center.
- There is a desire to relocate Music and Art to Andersen Hall (the Campus Activity Building).
- eSports is currently being developed in the Gym.
- New and improved campus vehicular circulation.

Jimmy Naifeh Center Campus

- Improvements to the Jimmy Naifeh Center campus.
- New and improved campus vehicular circulation.

A complete list is in the Priority section of the report, listed for the College and then by campus location.

- 1. Renovating and adding space to Andersen for Music and Art.
- 2. The site for the Community Workforce Entrepreneurial Center—a high priority for the College.
- 3. Creating a small landscaped open space between Glover and the LRC and removing some of the parking.
- 4. Improved and enhanced road to the recreation area in the north of the campus.
- 4. A new road that connects the east and west side of the campus.
- 5. Expansion of the current parking on land the College owns.
- 6. The location of a practice playfield with proper drainage and surface.
- Gym. The renovation of space within the gym for eSports, lockers, and game room.
- 7. The location for an amphitheater taking advantage of the existing topography and building it into the hillside.
- LRC. The creation of additional student study rooms.

Dyersburg State Community College / CAMPUS MASTER PLAN

PROPOSED CAMPUS MASTER PLAN MAIN CAMPUS

— DYERSBURG CAMPUS 1510 LAKE RD, DYERSBURG, TN 38024



PROPOSED KEYNOTES

- 1 EXPANSION: MUSIC AND ART
- 2 COMMUNITY, WORKFORCE, ENTREPRENEURIAL CENTER
- 3 GREENSPACE/ COURTYARD
- 4 VEHICULAR ROAD CONNECTION
- 5 EXPANDED AND ENHANCED PARKING LOT
- 6 OPEN/ PRACTICE FIELD
- 7 AMPHITHEATRE

SIDEWALK

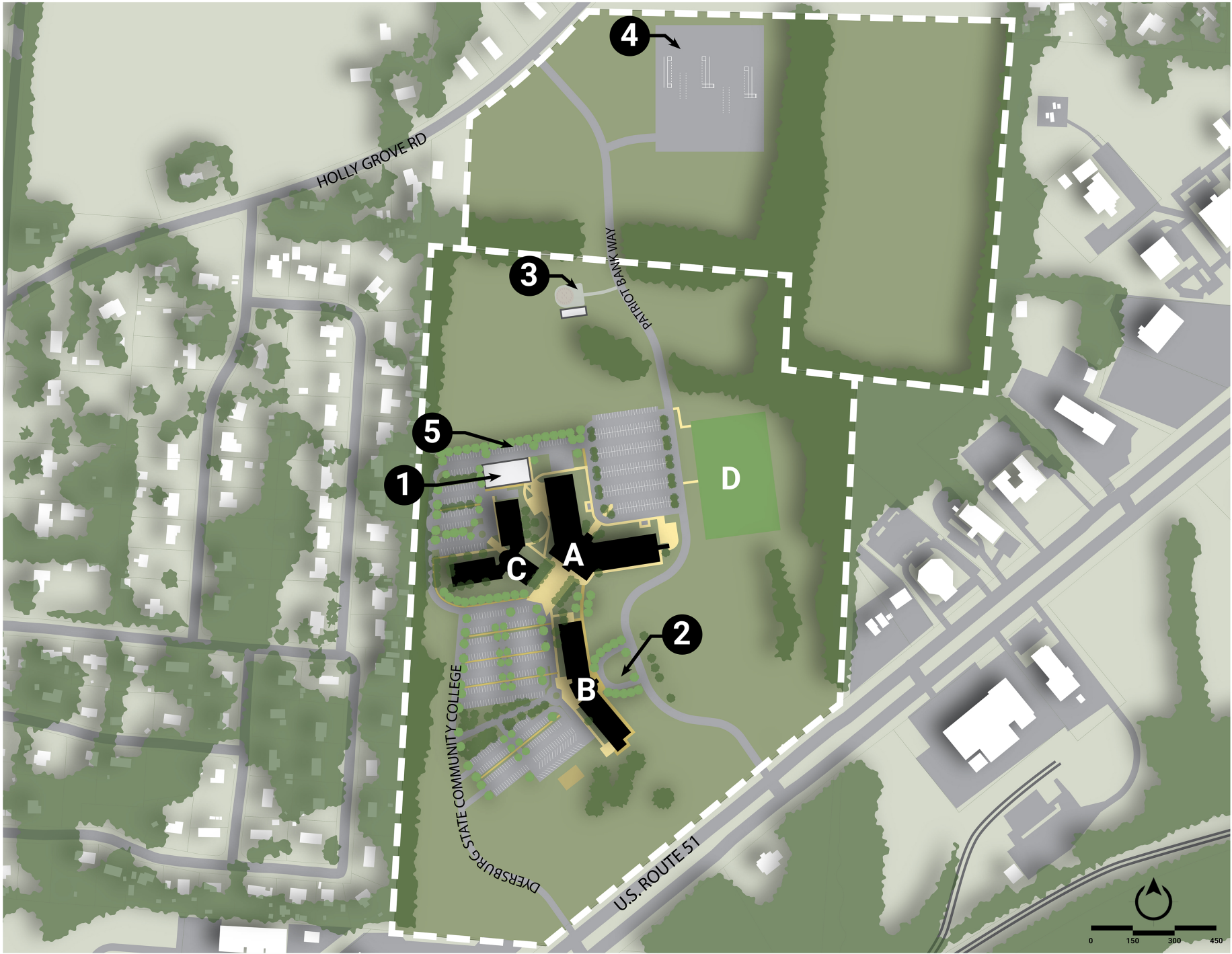
The Jimmy Naifeh campus has needs specific to its current and future programs.

- 1. A new building for nursing and the health sciences.
 - 2. Enhanced drop off.
 - 3. The location of the new Lineman Pole training area. The photograph below the map is an example of a Lineman pole arrangement.
 - 4. Truck Driver Training.
 - 5. Expanded and improved parking.
-
- A. The renovation of the Emporium area for classrooms and Middle College space.
 - B. The renovation of the central lobby area for a one-stop shop.

Dyersburg State Community College / CAMPUS MASTER PLAN

PROPOSED CAMPUS MASTER PLAN JIMMY NAIFEH CENTER CAMPUS

JIMMY NAIFEH CENTER 3149 HWY 51 S., COVINGTON, TN 38019



EXISTING

- A** LEARNING RESOURCE CENTER, STUDENT CENTER AND TIPTON COUNTY PUBLIC LIBRARY
- B** JIMMY NAIFEH BUILDING
- C** BAPTIST MEMORIAL HEALTH CARE ACADEMIC BUILD
- D** SOCCER FIELD

PROPOSED

- 1** ACADEMIC BUILDING
 - 2** ENHANCED DROP OFF
 - 3** LINEMAN STAGING BUILDING AND TRAINING
 - 4** TRUCK DRIVING TRAINING COURSE
 - 5** ADDITIONAL PARKING
- SIDEWALK**



TYPICAL LINEMAN POLE ARRANGEMENT

Dyersburg State Community College / CAMPUS MASTER PLAN

CONTEXT

Dyersburg State Community College was established in 1967 and had its first class in 1969. The College has three locations. The largest is the main 103-acre campus, which is located on a former golf course in Dyersburg, TN.

The Jimmy Naifeh Center in Covington has three academic and student life buildings. The Learning Resource Center on campus contains a shared library resource—the College library and the Tipton County Public Library.

The Henry County Center was part of the Tennessee Board of Regents’ restructuring of service areas. The College’s Gibson County Center was given to Jackson State, and the Henry County Center was given to the College. Currently, in a leased building, in which the College has some space. A more permanent solution should be sought. The College would like to have their own building on land for this important campus resource. The Henry County Center consists of 2,400 square feet—2 classrooms, 1 lab, and 4 offices.

Dyersburg State offers 13 associate degrees and 24 certificate programs, including Nursing, Emergency Medical Technician, Paramedic, and Business Administration programs. The College offers the Associate of Science degree in Business Administration to incarcerated students at the Northwest Correctional Complex and West Tennessee State Penitentiary.

Dyersburg State Community College is a comprehensive two-year institution, serving nine counties: Crockett, Dyer, Haywood, Henry, Lake, Lauderdale, Obion, Tipton, and Weakley.

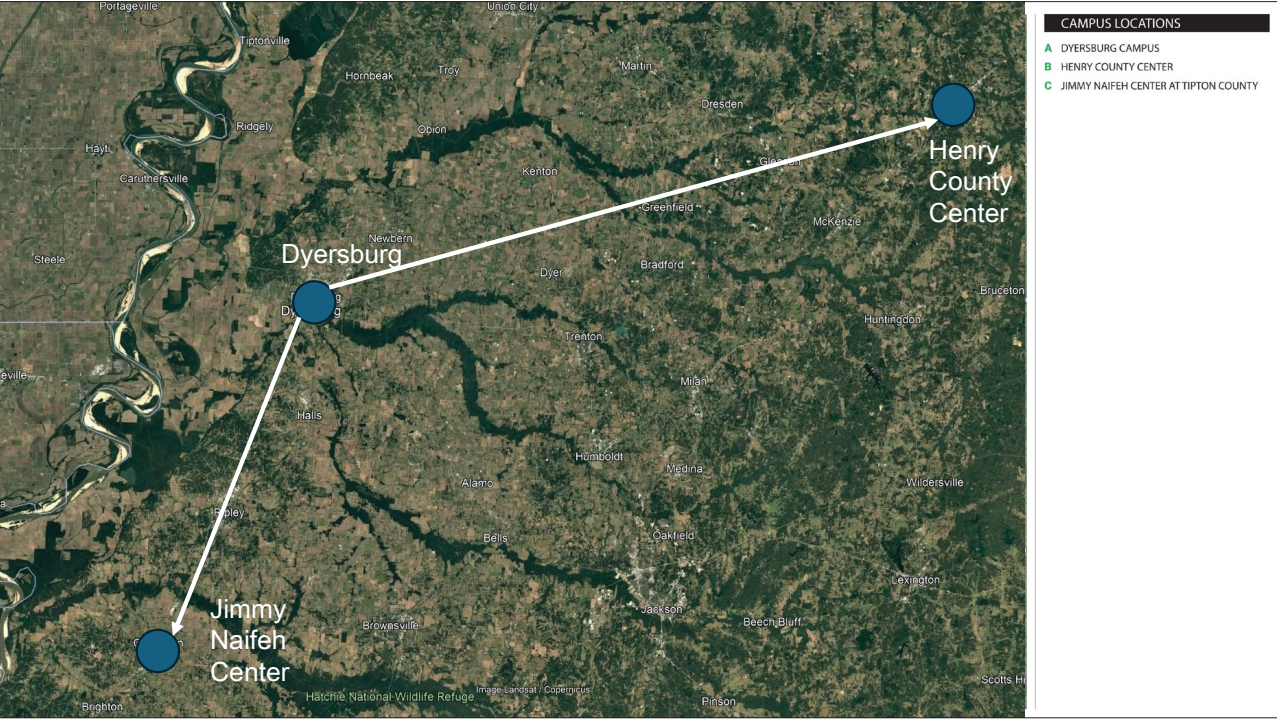
LOOKING BACK

The previous campus plan, prepared by this same campus planning team, was finalized in 2013. Although the plan showed several new buildings for academic and student life facilities on the main campus and the Jimmy Naifeh Center, no new construction has occurred since the plan was approved. The shared library was under construction and shown on the Jimmy Naifeh Center plan. Based on the plan, the soccer field has been added to the Jimmy Naifeh Center.

The 2013 plan did not anticipate the COVID crisis and its impact on enrollment.

The 2013 plan was finalized before the 2015 Strategic Plan was developed.

Campus Locations Context



Dyersburg State Community College / CAMPUS MASTER PLAN

PLANNING PROCESS

Two committees were established for this campus planning process: an Executive Committee and a Steering Committee. The Executive Committee consisted of the College’s President and members of his cabinet. The Steering Committee was larger and consisted of faculty, staff, and students.

In addition to these two committees, there were many meetings with the departments and programs. Students, faculty, and staff attended open house events on the Dyersburg and Jimmy Naifeh Center campuses.

It has been an open, transparent, collegial planning process comprising five overlapping steps.

The first step was to meet with the two committees and others, collect data and information, and articulate the various planning assumptions that helped shape the campus plan. The second step consisted of three studies that took place simultaneously.

The first of the three studies was an analysis and assessment of the campus and environs. It was essential to know how much land Dyersburg State Community College had and how it was being used. What was the nature of pedestrian and vehicular circulation, parking, entrances to campus, building locations, open spaces, and landscaped spaces?

The second step assessed the buildings, department locations, classroom, and laboratory utilization and reviewed the College’s space THEC space standards.

The third assessment, a series of meetings, was to understand the curriculum, the courses being taught, and the style or methodology used. Pedagogy significantly impacts space and space needs, so this was an important series of discussions.

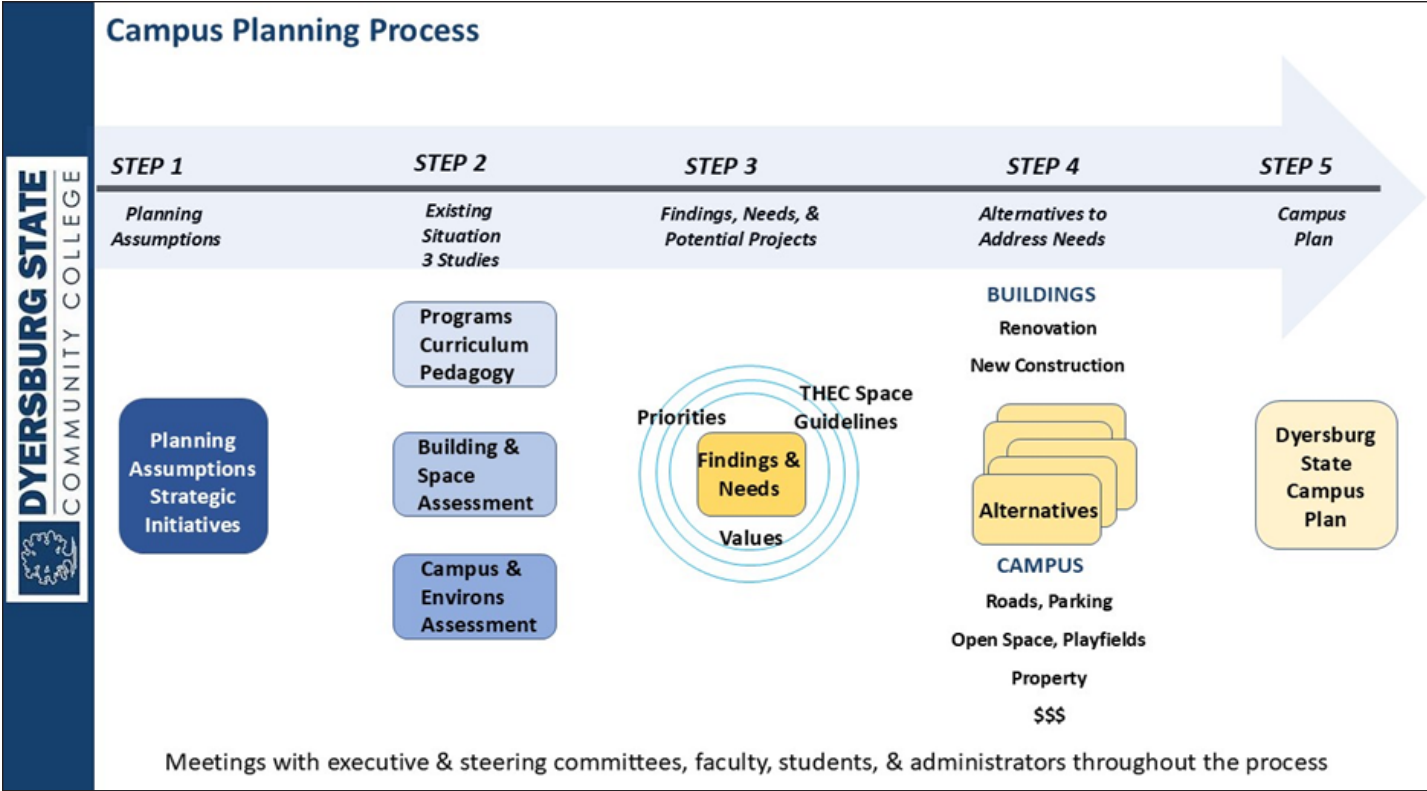
The third Step was to understand the college’s many needs based on the two preceding steps. Some needs were long-term and campus-wide, while others were short-term and specific to a program or student need. It was clear that there was a shortage of student-oriented spaces.

THEC space guidelines assessed how much space is currently needed and how much might be required.

The fourth step was to explore alternatives for addressing the many needs. This consisted of exploring a combination of new and renovated spaces, demolishing some space, rearranging parking, and changes in circulation.

The fifth step was the documentation of the campus plan.

It is a simple campus planning process requiring many meetings. Although the process is described as occurring consecutively, it was more iterative, with overlapping steps.



THE 2015 STRATEGIC PLAN

Dyersburg State Community College Mission

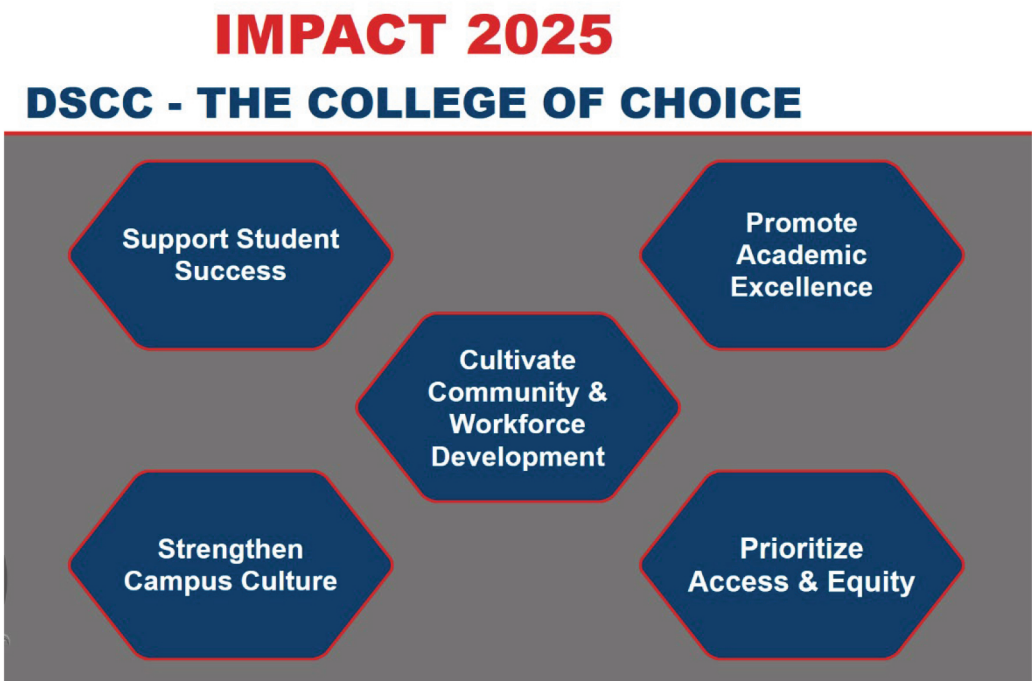
Dyersburg State Community College (DSCC) is an open-access higher education institution that seeks to provide high-quality educational opportunities through its excellent technical and transfer degree programs, certificates, and workforce development initiatives. The College provides leadership in public service and collaborations with education, business, and industry partners to promote success and innovation to improve society at large through education. DSCC focuses on innovative approaches to student success and academic excellence. The College is strongly committed to the development of economic and community partnerships and civic and cultural opportunities.

DSCC Vision

As the area’s premier institution of higher learning, Dyersburg State Community College will transform the lives of our students and the communities we serve by providing innovative and creative opportunities to learn, grow, and achieve.

IMPACT 2025 – DSCC’s Strategic Plan

The College’s Strategic Plan, Impact 2025, has five primary goals or themes. Workforce Development is central to the plan. So too is increasing student attraction and retention. There is a strong commitment to academic excellence.



Support Student Success

- Evaluate and adapt course scheduling offerings across the college locations to serve the needs of students
- Close success rate gaps for freshmen students in 10 first-year, high-enrollment courses measured by Pell eligibility
- Achieve 55% fall to fall retention rate of full-time, first-time freshmen by 2025

Promote Academic Excellence

- Meet or exceed CCSSE and SENSE benchmark means of Small Colleges’ peer group for selected metrics
- Provide a quality work-based learning environment by reviewing labor market data to identify academic career tracks in technical programs that pay a living wage and align with local workforce needs
- Meet or exceed the national average comparison scores for all licensure programs
- Meet or exceed the national mean score on the General Education Assessment Exam each year

Cultivate Community & Workforce Development

- Be the College of Choice for students in workforce training and transfer programs
- Review labor market data to identify and implement short-term, non-credit training that offers a living wage and aligns with local workforce needs

Strengthen Campus Culture

- Continue to foster an environment where all can work and learn on safe, appealing, inclusive, and accessible campuses
- Be the Employer of Choice – Create an environment of employees that are consistently engaged in professional development and growth as indicated on the annual Campus Climate Survey
- Engage in an open and transparent governance process across the entire college community and evidence of improvement in the Fall 2021 ratings on the ICAT 1.5 Survey and a Campus Climate Survey by 2025

Prioritize Access and Equity

- Achieve 75% or enrollment target in the Eagle Access Program by 2025
- Increase enrollment of those age 23 and older to a headcount of 1,072 by 2025
- Increase headcount of senior dual enrollment students that enter the following fall as first-time freshmen to 30% by 2025

The College is in the early stages of revising this strategic plan. The master plan is sensitive to and reflects a number of the goals of the strategic plan including increasing attraction and retention by creating spaces for students to work, study, and collaborate. Providing new space to cultivate community and workforce development. Engage in an open and transparent governance process, and increase enrollment.

Dyersburg State Community College / CAMPUS MASTER PLAN

ENROLLMENT

Tennessee’s population growth could positively influence DSCC’s enrollment. According to data from the Tennessee State Data Center and the Boyd Center for Business and Economic Research, the state’s population is projected to increase from 7,181,570 in 2024 to 7,738,908 in 2035.

The Boyd Center for Business and Economic Research predicts that between 2020 and 2040, the state’s population will grow by more than a million residents, with over three-quarters of a million additional residents expected by 2035. Tennessee’s population growth will probably happen in and around the larger cities and nearby counties. The population of the nine counties that DSCC serves will probably not change significantly.

DYERSBURG STATE COMMUNITY COLLEGE SERVICE AREA						
	Population	GDP (2022, Thousands)	AVG Real Growth (2017- 2022)	Labor Force Size	Number of Businesses	Top Industries
Crocket County	13,818	\$683,515	0.60%	6,834	306	Manufacturing, Wholesale, Retail, Real Estate
Dyer County	36,105	\$2,169,351	1.06%	16,862	918	Manufacturing, Wholesale, Retail, Real Estate
Haywood County	17,222	\$1,072,805	3.14%	8,311	374	Manufacturing, Utilities, Real Estate, Wholesale, Retail
Henry County	32,439	\$1,624,277	1.50%	13,872	826	Manufacturing, Retail, Agriculture, Education/Healthcare, Arts/Entertainment
Lake County	6,376	\$154,733	0.54%	1,580	111	Agriculture, Real Estate, Education/Healthcare, Retail
Lauderdale County	24,139	\$906,053	0.66%	9,174	380	Manufacturing, Real Estate, Transportation/Warehousing, Retail
Obion County	30,207	\$1,576,176	2.10%	13,147	744	Manufacturing, Retail, Real Estate, Agriculture
Tipton County	62,044	\$1,554,533	1.58%	27,370	934	Manufacturing, Real Estate, Construction, Retail
Weakley County	32,535	\$1,454,657	1.78%	14,761	677	Agriculture, Manufacturing, Real Estate, Retail

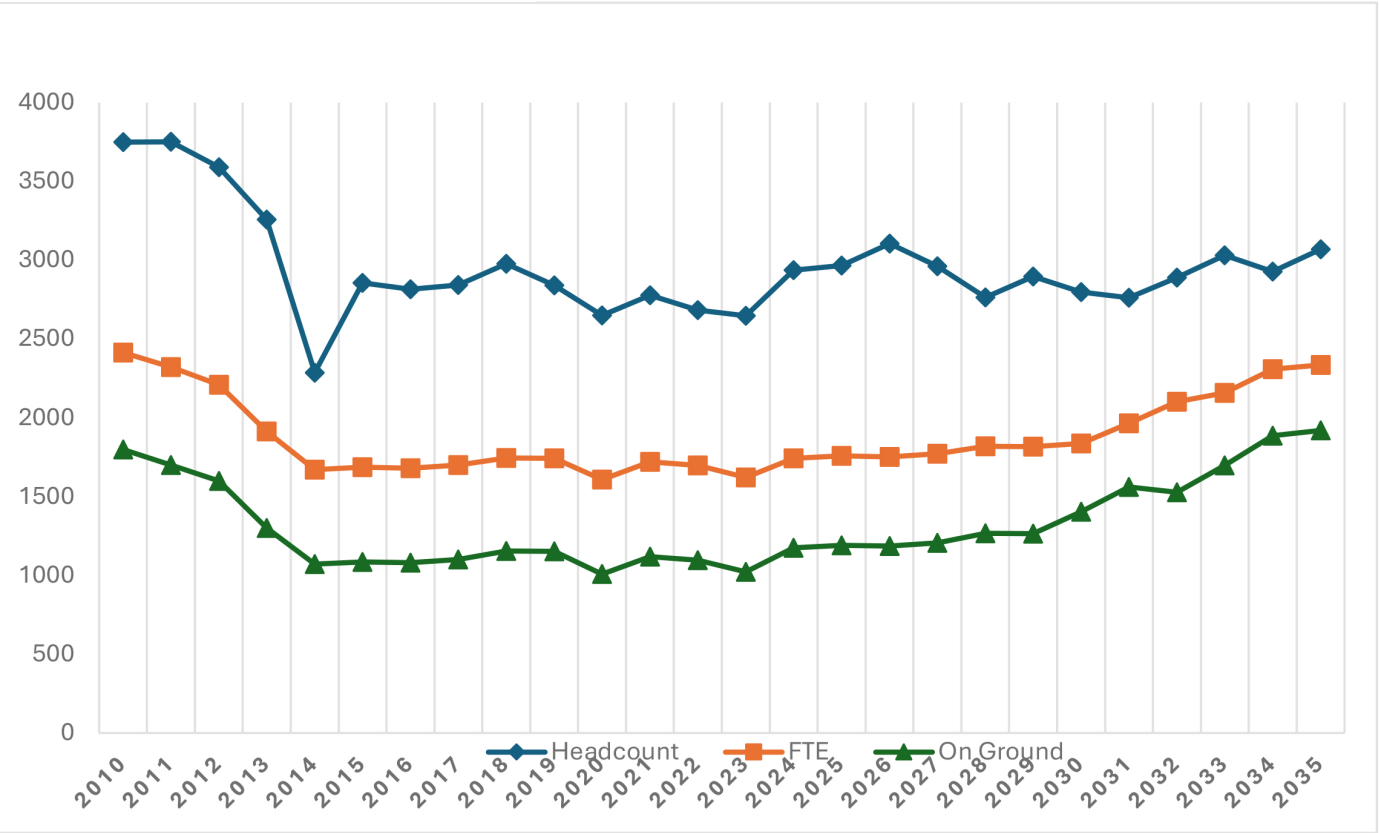
The College’s enrollment has changed over the past 14 years. The headcount was 3,749 HC in 2010 but has decreased to a steady state of about 3,000 HC over seven years. This year, enrollment has increased to pre-2018 levels. Despite minor changes in the counties, there have been four consecutive semesters of enrollment growth.

The significant number, however, is the number of on-ground FTE students, which is the number that generates space using the THEC formulas. This year, 2024, the number of on-ground FTE students is 1,175 FTE.

The chart below shows how enrollment has changed over a fifteen-year time-frame. The blue bars show the headcount of students from 2010 to 2024. The orange bars show the number of FTE students, and the green line indicates the number of on-ground FTE students during the same time period. For planning purposes, we will assume enrollments will continue to increase. The peak in 2010-2011 is an anomaly. There was an economic recession and a major employer, the Goodyear plant, closed. Without that peak, enrollments are more stable.

The Chart also shows a modest increase in enrollment following the growth of the past four years projected to 2035.

Enrollment - Actual and Projected



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SPACE UTILIZATION: CLASSROOM, LABORATORY, AND STUDIO

A classroom and lab utilization analysis usually analyzes three measurements: how often the room is scheduled during a 40-hour week, the percentage of seats occupied when the room is scheduled, and the amount of space allocated for each seat.

Understanding the percentage of rooms scheduled by time and day of the week is also informative, especially as institutions move toward a four-day rather than five-day scheduling environment.

The analysis is summarized below. The tables in the Appendix have detailed space utilization data for both classrooms and laboratories.

The table below summarizes classroom information in each academic building on the various DSCC campuses.

Summary of Classroom Utilization by Building

Dyersburg State Community College - Campus Planning Studies 2024									
Table I: TEACHING SPACE ANALYSIS - SUMMARY BY BUILDING - DAY									
FICM CATEGORY: 100									
Building	Spaces	NASF	Stations	NASF / Station	Scheduled Sections	Mean Section Size	Weekly Contact Hours	% Station Utilization	Usage Hrs / Week per Space
Eller Administration	3	1,977	104	19.5	7	15.0	267	43%	6.0
Glover Education	8	5,763	314	17.8	31	20.7	2,127	50%	12.3
Lannon Jr. Gym	2	3,199	70	49.1	6	17.7	31	47%	9.0
JNC - Baptist Mem. Health	8	3,918	240	16.3	34	18.3	1,577	61%	10.7
JNC Learning Resource Ctr	1	1,245	50	24.9	3	20.0	180	40%	9.0
JNC - Jimmy Naifeh Bldg	2	1,922	64	30.0	12	18.8	1,223	64%	27.3
Mathematics Building	3	2,371	88	27.3	8	19.0	456	66%	8.0
FICM 100 Totals:	27	20,395	930	22.3	101	18.9	6,148	55%	11.4
Main Campus	16							43%	10.1
Jimmy Naifeh Center	11							60%	13.6
JNC = Jimmy Naifeh Center in Covington, TN									

Looking at the data by campus, the main campus has 16 classrooms that were scheduled on average 10.1 hours/week. The Jimmy Naifeh Center has 11 classrooms that were scheduled 13.6 hours per week.

The columns in the table are the number of classrooms in each building, the Net Assignable Square Feet (NASF) of classroom space, the number of stations or seats, the NASF/Station, the number of sections taught, mean section size, weekly contact hours, percentage of stations occupied (% utilization), and the average hours per week that the classrooms were scheduled.

The NASF/Station is important when you drill down and look at individual rooms, which can be done from the data in the Appendix. However, at the summary level, the 55% station utilization and 11.4 Usage Hours per Week are directly tied to the THEC guidelines.

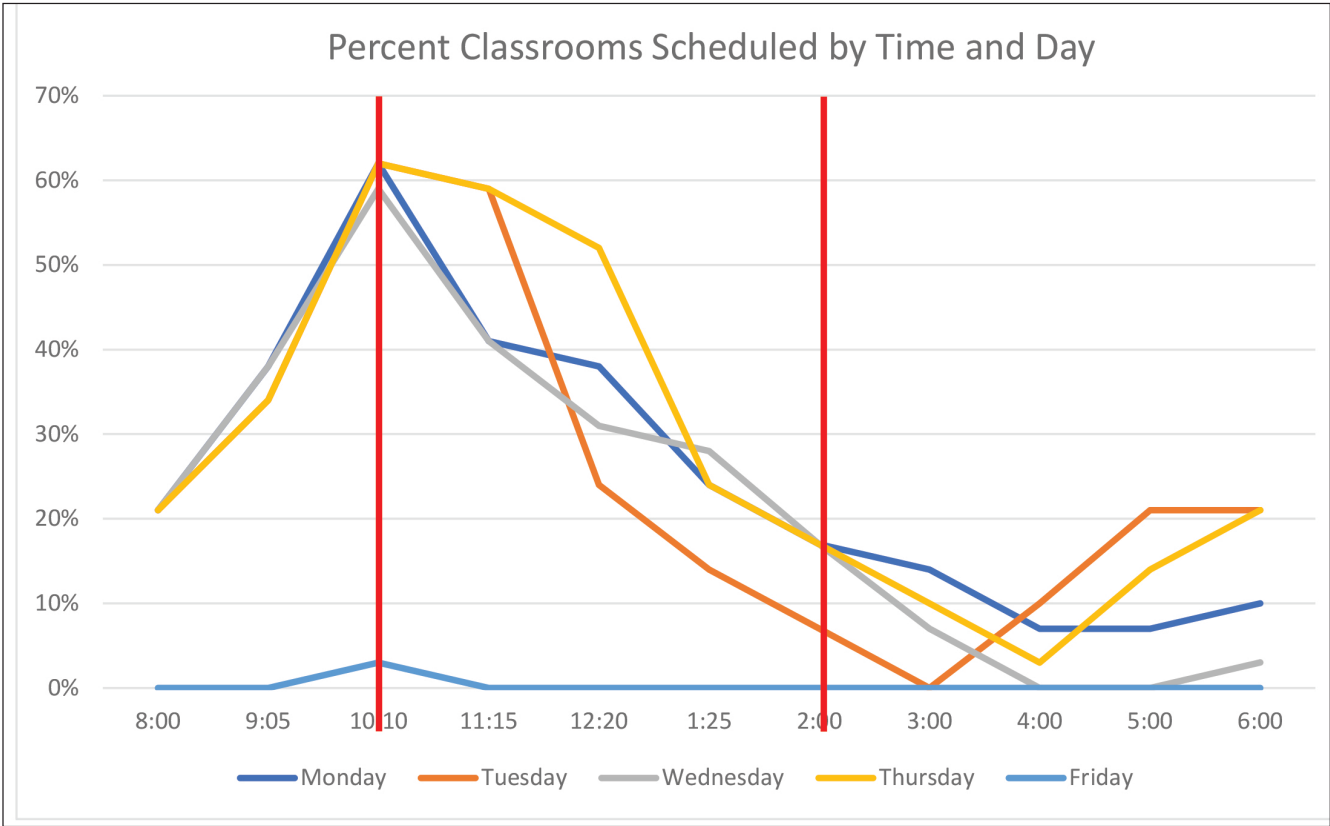
The College actually has 39 classrooms and support space that totals 31,681 NASF. Only 27 classrooms were scheduled in the fall. The 12 classrooms that were not scheduled by the Registrar in the fall, could still be used but for non-credit purposes. One was used for continuing education, one is in the Maintenance building and assigned to Engineering Systems Technology. The 2 classrooms at Henry County were not scheduled as the programs were just starting up. There were 4 classrooms in Glover Education that were not scheduled and 3 in the Security Bank. Some of these classrooms might be used for work force training. Some of the 12 the result of fewer students.

For classrooms, THEC requires that the percent station utilization be 60% and the Usage Hours per Week be 30 hours. Dyersburg’s usage results from a decrease in enrollment, with fewer on-ground FTE than in the past and fewer sections to fill the rooms. There is room to grow the enrollment without adding additional classrooms. There is also an opportunity to repurpose several classrooms for other needs, such as office space or student-focused activities.

The table on the left shows only the scheduled classrooms. It does not show any of the existing classroom support spaces, as they were not scheduled and are not supposed to be scheduled. Twenty-seven classrooms were scheduled. The College has 12 classrooms that were not scheduled. They include a room in the Library, and several academic support rooms. Although the 27 scheduled classrooms have 20,395 NASF, all 39 classrooms and classroom support total 31,681 NASF.

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The chart below shows the percentage of classrooms scheduled by time and day. The Y axis shows the percentage of rooms scheduled. The X-axis shows the time of day. The colored lines show the days of the week from 8:00 a.m. to 6:00 p.m. The two vertical red lines highlight prime time for many colleges and universities—between 10:00 a.m. and 2:00 p.m., when everyone tries to schedule or take a course.



Monday through Thursday are similar, but Friday is not being used for classroom scheduling. At the peak time of 10:00 a.m., 60% of the classrooms were being used. That percentage declines fairly quickly and shows that there are more classrooms than are needed today, but the College has the capacity to grow its on-ground enrollment to pre-COVID numbers.

The next table summarizes laboratory and studio utilization by building.

Laboratory and Studio Utilization by Building

Dyersburg State Community College - Campus Planning Studies 2024									
Table I: TEACHING SPACE ANALYSIS - SUMMARY BY BUILDING - DAY									
FICM CATEGORY: 200									
Building	Spaces	NASF	Stations	NASF / Station	Scheduled Sections	Mean Section Size	Weekly Contact Hours	% Station Utiliz	Usage Hrs / Week per Space
Glover Education	8	8,924	193	39.6	24	21.3	1,812	69%	9.8
Henry County	1		24		2	18.0	90	75%	5.0
JNC - Baptist Mem. Health	3	2,875	104	28.0	18	17.1	834	53%	15.7
JNC Learning Resource Ctr	5	6,602	186	35.7	25	14.5	1,064	42%	14.5
JNC - Jimmy Naifeh Bldg	3	3,474	96	36.2	9	25.7	986	81%	13.3
Learning Resource Center	2	2,248	80	28.1	6	18.5	333	42%	9.0
Mathematics Building	1	771	24	32.1	2	20.5	123	85%	6.0
Security Bank Community	1	963	24	40.1	2	30.5	183	127%	6.0
FICM 200 Totals:	24	25,857	731	35.3	88	18.9	5,425	64%	11.4
Main Campus	12							71%	9.0
Jimmy Naifeh Center	11							56%	14.5
Henry County	1							75%	5.0

JNC = Jimmy Naifeh Center in Covington, TN

Twelve labs on the main campus were scheduled on average 9 hours/week; Eleven labs on the Jimmy Naifeh Center were scheduled for 14.5 hours/week; and One lab on the Henry County Campus was scheduled for 5 hours/week.

The table has the same column headings for classrooms, but the THEC guidelines differ. The THEC NASF per station is more varied as it relates to the disciplines, e.g., biology, chemistry, computer science, etc.

At the summary level, the percent station utilization and usage hours per week can be compared to the THEC guideline of 80% station utilization and an average of 20 hours per week for labs and studios. DSCC has a low 64% station utilization, indicating small section sizes in a room designed for larger sections. DSCC, averaging 11.4 hours per week, suggests room

to grow the enrollment back to where it once was. There are insufficient course sections to fill the labs for 20 hours per week. The College actually has 38 labs and studios totaling 39,402 NASF. Twenty-four were scheduled in the fall.

The 24 scheduled labs have a total of 25,857 NASF, not counting the lab support spaces. In addition, fourteen labs were not scheduled, bringing the total to 35,298 NASF. Adding the lab support spaces brings the total to 39,402 NASF.

The table below shows the data for two auditoriums used for classroom scheduling. They are categorized as an auditorium—Facility Inventory Classification Manual (FICM) category 600. These rooms shouldn’t be used as classrooms as indicated by the low usage hours of 3 hours/week. Scheduling sections of 16 and 17 students into rooms designed to seat 140 and 250 people suggests that more appropriate classrooms could have been used.

Auditoriums

Dyersburg State Community College - Campus Planning Studies 2024									
Table I: TEACHING SPACE ANALYSIS - SUMMARY BY BUILDING - DAY									
FICM CATEGORY: 600									
Building	Spaces	NASF	Stations	NASF / Station	Scheduled Sections	Mean Section Size	Weekly Contact Hours	% Station Utilization	Usage Hrs / Week per Space
Andersen Hall	1	1,756	140	12.5	1	16.0	48	11%	3.0
JNC - Jimmy Naifeh Bldg	1	3,175	250	12.7	1	17.0	51	7%	3.0
FICM 600 Totals:	2	4,931	390	12.6	2	16.5	99	9%	3.0

Open Laboratories

There are six open labs—three for testing and one a computer lab—totaling 9,529 NASF. These are not scheduled spaces but available for their specific use.

Offices

The average faculty office is 147 NASF, and the total academic office and support space is 15,536 NASF. The average administration and staff office is 196 NASF, and the total, including office support, is 31,124 NASF.

There are ten conference rooms on campus. Eight are on the main campus and two are on the Jimmy Naifeh Center campus.

The total campus office space is 50,759 NASF. Both campuses will need office space in the future.

Study and Library Space

Study and library spaces are available on the main campus and the Jimmy Naifeh Center. At Jimmy Naifeh, the College and the County share a library facility. The amount of space at the Center for study and library space is 14,483 NASF. On the main campus, the total is 11,597 NASF for a total of 26,080 NASF.

See the appendix for detailed classroom and laboratory utilization data.

Dyersburg State Community College / CAMPUS MASTER PLAN

THEC FORMULAS

THEC provides a Microsoft workbook, a spreadsheet, that is required for all campus plans and capital projects. Its purpose is to provide a broad institutional facility context. The spreadsheet is focused on E&G space associated with classrooms, labs and studios, open labs, offices, and study/library space. When filled out, the spreadsheet shows how much space the THEC formulas indicate the college should have compared to the amount of space the college does have. See the appendix.

In the spreadsheet, some cells are colored blue for data input. The first input is for enrollment data: 1,175.4 on-ground FTE students and 685.6 online students. Each section is filled in, classroom hours by size, and laboratory data grouped by discipline, sections, lab hours, and enrollment.

The THEC guideline model measures E&G space. With the current on-ground FTE enrollment of 1,175 students, the THEC spreadsheet model shows that DSCC has less office space and more classroom, laboratory, and study/library space than current enrollment would require.

Before COVID, enrollments were higher. As enrollments increase, the situation changes.

Given modest growth over the next ten years, the on-ground FTE enrollment can be 1,990 FTE students. The summary table shows that the College will lack lab and studio space, open labs, and office space. At the same time, it continues to have more classroom and study/library space than formulas indicate.

So, currently and in the future, the College has and will continue to have a problem with insufficient office space.

Currently

Summary NASF				
Part	Modeled	Exist E&G	Difference	Equiv FICM
I - Classrooms	13,267	31,681	18,414	1xx
II - Lab / Studio	33,249	39,402	6,153	210, 215
III - Open Lab	5,877	9,529	3,652	220, 225
V - Office	53,229	50,759	-2,470	3xx
VI - Library/Study	10,893	26,080	15,188	4xx
Totals:	116,514	157,451	40,937	

Similarly, the College will have inadequate instructional lab space, which will be needed in the future. Classroom and Study/library space will continue to be higher than the formula.

In addition to these space needs, DSCC lacks student gathering spaces, small group meeting spaces, and student life spaces. It also needs to increase workforce programs and initiatives.

Future

Summary NASF				
Part	Modeled	Exist E&G	Difference	Equiv FICM
I - Classrooms	18,202	31,681	13,479	1xx
II - Lab / Studio	49,896	39,402	-10,494	210, 215
III - Open Lab	9,949	9,529	-420	220, 225
V - Office	65,896	50,759	-15,137	3xx
VI - Library/Study	16,428	26,080	9,652	4xx
Totals:	160,371	157,451	-2,920	

Dyersburg State Community College / CAMPUS MASTER PLAN

PRIORITIES - COLLEGE-WIDE

Dozens of meetings were conducted with faculty, staff, students, the campus planning steering committee, and an executive committee. A long list of needs, projects, and initiatives was developed—more items than could be accomplished in a ten—or fifteen-year campus planning time frame. The executive committee vetted the list and prioritized the items that supported the college’s mission and vision.

Priority	Location	Potential Project
1	Dyersburg Main Campus	Community/Workforce Entrepreneurial Center
2	Henry County Center	Seeking better site/building long term
3	Dyersburg Main Campus	Andersen Hall expansion for Music/Art
4	Dyersburg Main Campus	Dedicated eSports Space
5	Dyersburg Main Campus	Road improvements – new cross-campus route at north of campus
6	Jimmy Naifeh Center	LRC/TCPL (aka “C Building”) Improvements – additional classrooms created from Emporium area
7	Jimmy Naifeh Center	Central One-Stop Renovations in Naifeh Building
8	All Locations	Improved Student Spaces (Lounges/Gathering Places/Vending/Clubs)
9	Dyersburg Main Campus and Jimmy Naifeh Center	Consolidated/Unified Testing Center
10	Dyersburg Main Campus	E. H. Lannom, Jr. Gymnasium – Visitor Team Lockers
11	Dyersburg Main Campus	Outdoor Amphitheater with Pedestrian Connectivity
12	Jimmy Naifeh Center	Nursing Faculty Shared Offices
13	Dyersburg Main Campus and Jimmy Naifeh Center	Dedicated Interview, Lockup, and Evidence spaces for Campus Police
14	Jimmy Naifeh Center	Lineperson Program (including bucket truck training)
15	Dyersburg Main Campus	Academic Success Center (ASC) Expansion
16	All Locations	STEM Microbiology Lab
17	All Locations	STEM Storage spaces
18	Dyersburg Main Campus	Learning Resource Center – Additional study rooms/spaces for students
19	Dyersburg Main Campus	Improve drainage for athletics fields (baseball, softball, soccer)
20	Jimmy Naifeh Center	New Academic Building for Health Sciences Programs
21	Haywood County and Brownsville	Seeking future site/building

Priorities - Dyersburg Main Campus

Priority	Location	Potential Project
1	Dyersburg Main Campus	Community/Workforce Entrepreneurial Center
3	Dyersburg Main Campus	Andersen Hall expansion for Music/Art
4	Dyersburg Main Campus	Dedicated eSports Space
5	Dyersburg Main Campus	Road improvements – new cross-campus route at north of campus
9	Dyersburg Main Campus and Jimmy Naifeh Center	Consolidated/Unified Testing Center
10	Dyersburg Main Campus	E. H. Lannom, Jr. Gymnasium – Visitor Team Lockers
11	Dyersburg Main Campus	Outdoor Amphitheater with Pedestrian Connectivity
13	Dyersburg Main Campus	Dedicated Interview, Lockup, and Evidence spaces for Campus Police
15	Dyersburg Main Campus	Academic Success Center (ASC) Expansion
16	All Locations	STEM Microbiology Lab
17	All Locations	STEM Storage spaces
18	Dyersburg Main Campus	Learning Resource Center – Additional study rooms/spaces for students
19	Dyersburg Main Campus	Improve drainage for athletics fields (baseball, softball, soccer)

Dyersburg State Community College / CAMPUS MASTER PLAN

Priorities - Jimmy Naifeh Center

Priority	Location	Potential Project
6	Jimmy Naifeh Center	LRC/TCPL (aka “C Building”) Improvements – additional classrooms created from Emporium area
7	Jimmy Naifeh Center	Central One-Stop Renovations in Naifeh Building
12	Jimmy Naifeh Center	Nursing Faculty Shared Offices
13	Jimmy Naifeh Center	Dedicated Interview, Lockup, and Evidence spaces for Campus Police
14	Jimmy Naifeh Center	Lineperson Program (including bucket truck training)
20	Jimmy Naifeh Center	New Academic Building for Health Sciences Programs

Priorities - Henry County/Haywood and Brownsville Counties

Priority	Location	Potential Project
2	Henry County Center	Seeking a better site/building long term
21	Haywood County and Brownsville	Seeking a future site/building

HIGHER EDUCATION CENTER (HEC) PARTNERSHIP

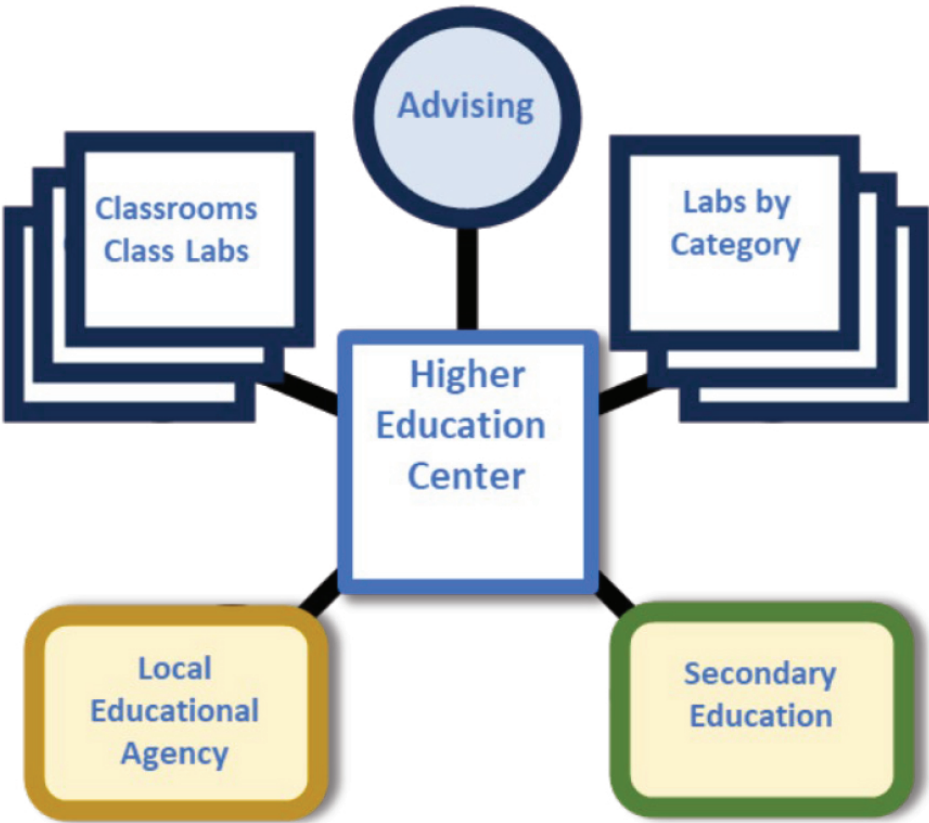
Dyersburg State Community College offers an integrated model for joint enrollment for Tennessee College of Applied Technology (TCAT) students into community colleges in aligned academic programs. This integrated model of a Higher Education Center (HEC) partnership creates an opportunity to promote articulation across thirty-three high-wage, high-demand workforce programs. These integrated programs form part of the HEC concept 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 allow 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, classlabs/studios, open labs, and support space) are sized based on established space guidelines dictated by the category of the assigned program. Dyersburg State Community College currently offers 11 programs associated with the integrated programs. These programs are accommodated onsite, offsite or a combination of both (Figure 1). Opportunities should be pursued to continually increase the number of onsite programs when existing geographic service areas are increased or under served. Opportunities to renovate inadequately configured existing spaces, adaptive reuse of surplus spaces, or the creation of 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 proportion 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 the region’s increasing workforce education needs. Continued improvement should be considered in developing all the components of the Higher Education Center.

Figure 1: Higher Education Center Components



SAFETY AND SECURITY

- Dyersburg State Community College has a police department certified by the Tennessee Police Officer Standards & Training (POST) Commission.
- Safety awareness training, along with active shooter training, is regularly conducted by the campus police for the campus community.
- In 2024, DSCC received a Higher Education Safety Grant for \$410,000 for security improvements. This included upgrading our security surveillance system and installing window safety film. We are continuing to upgrade safety and security systems.

Note: Any new construction or major renovation will follow, where possible, the Best Practices for Higher Education Facility Design: Safety, Security, Resilience, Preparedness—a guide developed by THEC and the Department of Safety and Homeland Security.

In recent years, the following steps have been taken:

- Tennessee Homeland Security conducted a security analysis of the campus, and improvements are ongoing from their recommendations.
- Hardware was installed on classroom doors so they are easily secured from the inside.
- Electronic access/card swipes have been installed on some exterior doors, allowing DSCC to secure those entrances remotely.
- LED upgrades to exterior lighting were made across campus.

Dyersburg State Community College / CAMPUS MASTER PLAN



Andersen Hall



Student Center



Gym

CAMPUS ANALYSIS - EXISTING AND PROPOSED MASTER PLAN

The maps that follow shows the existing campus on the corner of Lake Road and W Parkview Street in Dyersburg, TN. The campus encompasses more than 103 acres of former parkland, which the college was given when it was first established in 1967.

The main academic buildings along Parkview Street are the Eller Academic Building, the Learning Resource Center, the Bowyer Mathematics Building, and Glover Hall. The Gym, Student Center, and a mixed-use building with the Theater and Bookstore are north of these buildings.

To the north of the campus is the Dyersburg High School (DHS) and to the west is Okeena Park.

Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING DYERSBURG CAMPUS

DYERSBURG CAMPUS 1510 LAKE RD, DYERSBURG, TN 38024



- KEYNOTES**
- A** E.B. ELLER ADMINISTRATION BUILDING
 - B** LEARNING RESOURCE CENTER (LRC)
 - C** MATHEMATICS BUILDING
 - D** ANDERSEN HALL
 - E** STUDENT CENTER
 - F** BAPTIST COLLEGIATE MINISTRY (BCM)
OWNED BY DYER COUNTY BAPTIST CHURCHES
 - G** SECURITY BANK COMMUNITY LEARNING
CENTER (SBCLC)
 - H** DALE F. GLOVER EDUCATION CENTER
 - I** E.H. LANNOM, JR. GYMNASIUM
 - J** MAINTENANCE BUILDING AND
ENGINEERING SYSTEMS TECHNOLOGY LAB
 - K** RICHARD E. DONNER ARBORETUM NATURE
TRAIL / MARTHA W. DONNER OUTDOOR
CLASSROOM
 - L** TN DEPARTMENT OF HEALTH / SARA RICE
MILLER HEALTH CENTER
LEASED BY DYER COUNTY
 - M** BASEBALL FIELD
 - N** SOFTBALL FIELD

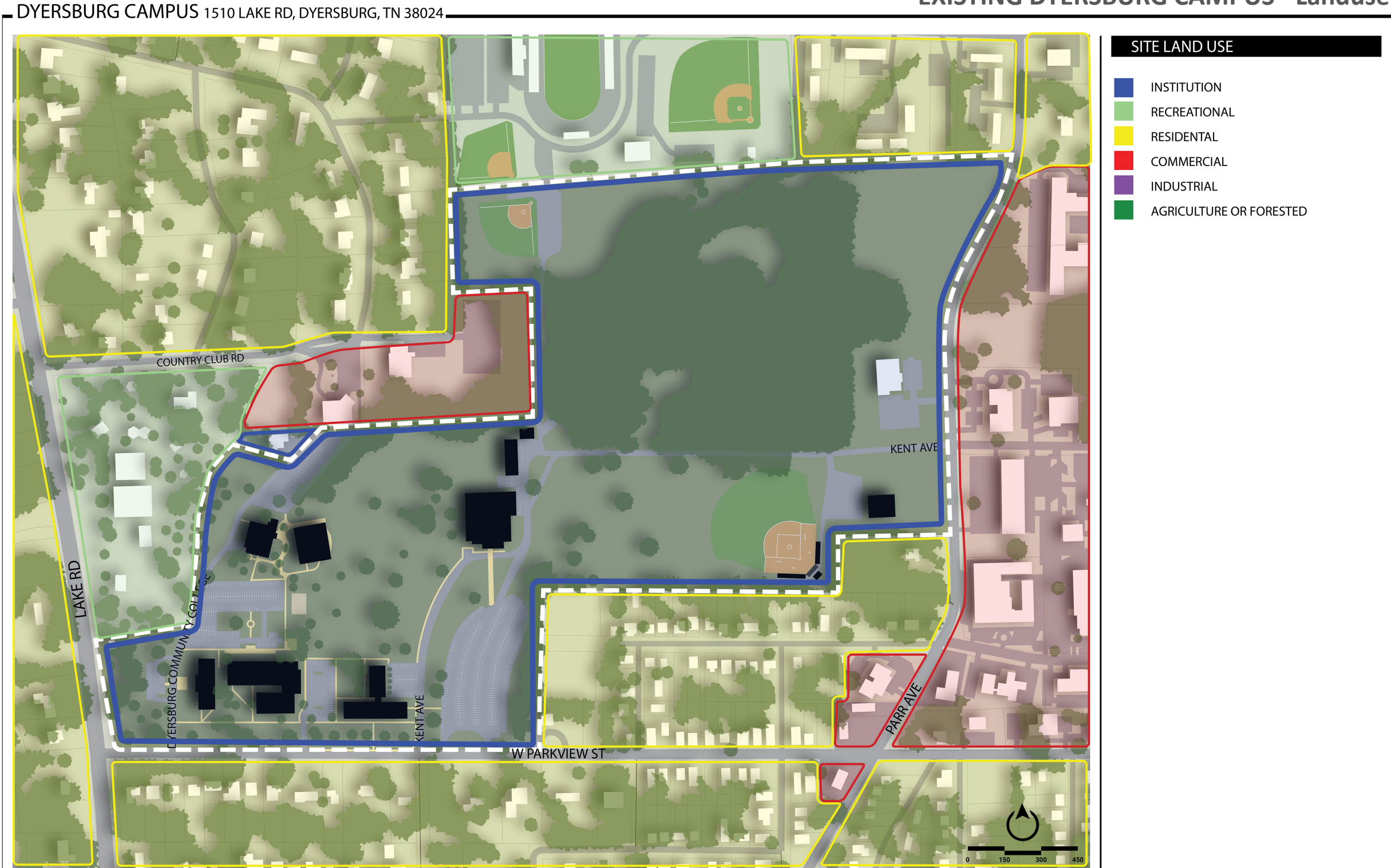
Existing Dyersburg Campus - Landuse

The map on page 21 shows the land use around the campus. The College is located in a stable environment. Housing is along the south, west, and north of the campus. The east side is principally commercial.

The Dyersburg High School in on the north, its playfields are visible. Okeena Park is adjacent to the campus on the west.

Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING DYERSBURG CAMPUS - Landuse





Learning Resource Center (LRC)



Security Bank Community Learning Center

Existing Dyersburg Campus Site Analysis

The map on page 23 shows three levels of circulation around and through the campus. Lake Road is a primary road linking the campus to the City. West Parkview Street, a secondary road, links to city streets and provides access to the campus’s main entrances. There are two primary entrances to the campus.

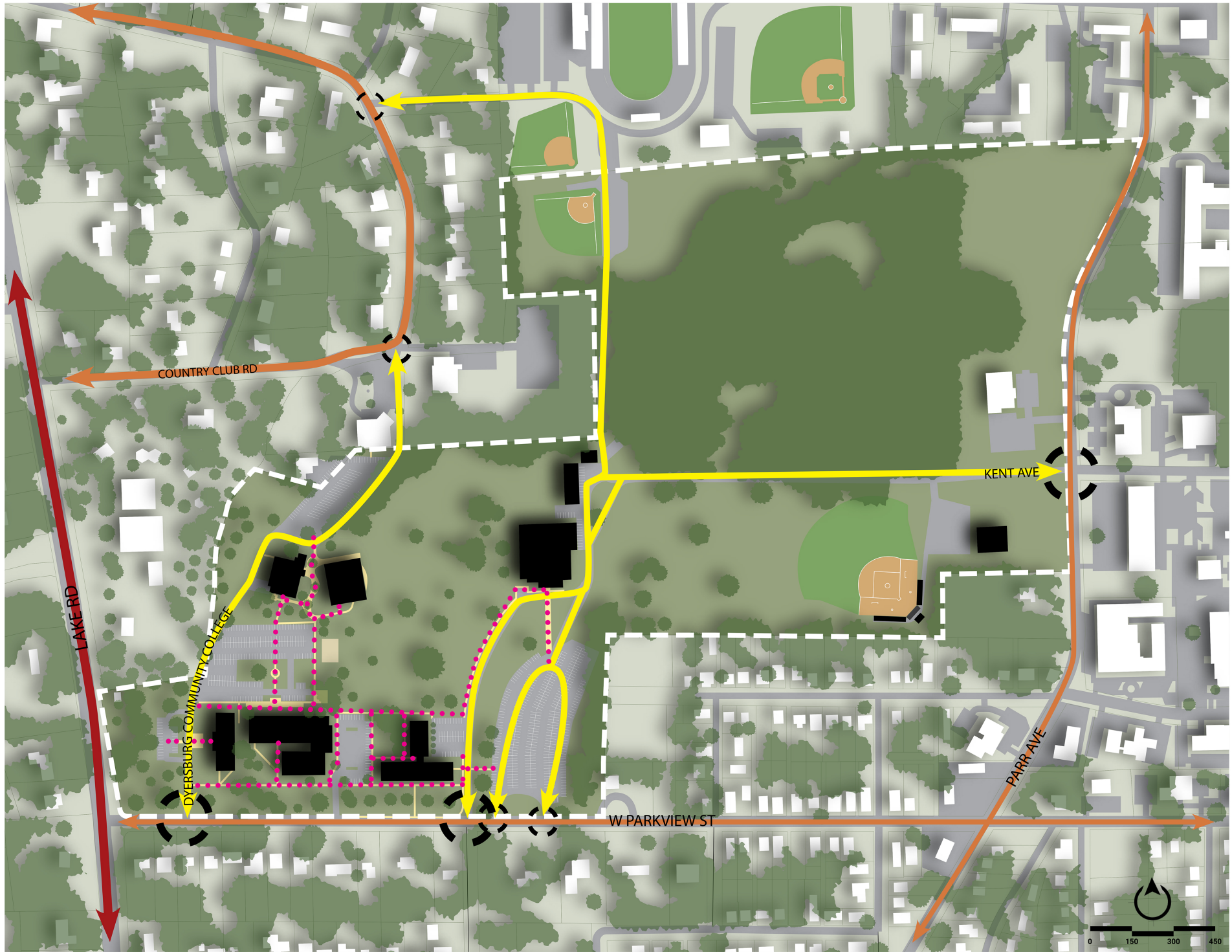
The map also shows the interior vehicular circulation on campus, indicated in yellow.

The dotted red line shows the pedestrian walkways on campus that link the various buildings. Besides the sidewalks from Eller to Glover, there is no east-west sidewalk nor vehicular roadway linking both sides of the campus.

Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING DYERSBURG CAMPUS - Site Analysis

DYERSBURG CAMPUS 1510 LAKE RD, DYERSBURG, TN 38024



- SITE ANALYSIS**
- PRIMARY VEHICULAR CIRCULATION
 - SECONDARY VEHICULAR CIRCULATION
 - TERTIARY VEHICULAR CIRCULATION
 - SIDEWALK
 - PRIMARY CAMPUS ENTRANCE
 - SECONDARY CAMPUS ENTRANCE

Dyersburg State Community College / CAMPUS MASTER PLAN



Existing Dyersburg Campus - Proposed Site Improvements

The map on page 33 shows various opportunities to improve and enhance the campus’s landscape and circulation. The three circles on Parkview Street and the one circle on Kent Avenue are symbols showing where a redesigned intersection could be developed. The redesign would improve safety and signal that these are important entrances to the campus.

The green circles are pathways where enhanced landscaping, such as trees, shrubbery, plants and seating, can improve the walkways on campus.

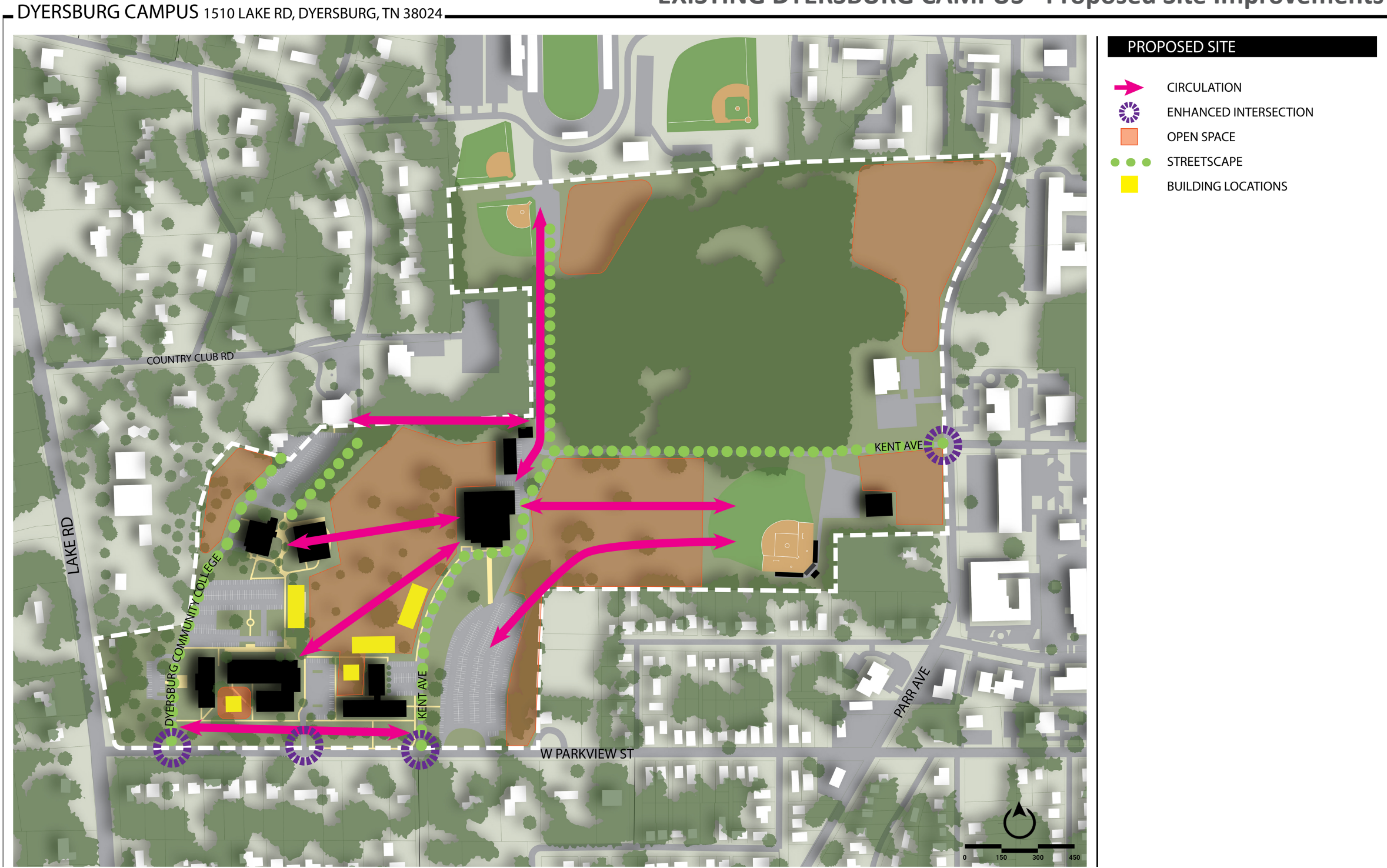
The red arrows show locations for improved circulation including the need for improved access from the east to the west campus.

The orange color indicates open spaces that should be preserved. The campus is an official arboretum and is responsible for preserving the beauty and variety of the planting. Quite a few old, handsome trees on this campus need to be protected.



Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING DYERSBURG CAMPUS - Proposed Site Improvements



DYERSBURG CAMPUS MASTER PLAN

The drawing on page 25 provides a bird's-eye view of how Dyersburg State Community College might look in the future.

Analysis: The Dyersburg campus is critically lacking in both pedestrian and vehicular connectivity, making it difficult for people to move across the site efficiently. This lack of pathways and roads creates a fragmented campus environment. Additionally, there is a noticeable absence of outdoor courtyards or recreational spaces for students and staff. Without areas for relaxation, socializing, or outdoor activities, students and staff have limited opportunities to interact, resulting in a weak sense of community and a lack of school pride.

As enrollments rise, there will be insufficient faculty and staff offices, and the college lacks student gathering spaces. DSCC also wants to move forward with several workforce initiatives.

To remedy these issues, introducing pedestrian sidewalks throughout the campus, especially between the Student Center and the Gymnasium, will create a clear and safe path for movement, encouraging more interaction between students and staff. A new vehicular road will connect the campus's east and west sides, improving access and reducing congestion. Creating outdoor spaces like a courtyard, amphitheater, and open practice field will provide recreation and social connection areas, which will help foster a sense of community and school pride. The updated parking lots will address current circulation problems and provide more convenient parking near recreational spaces and the gymnasium.

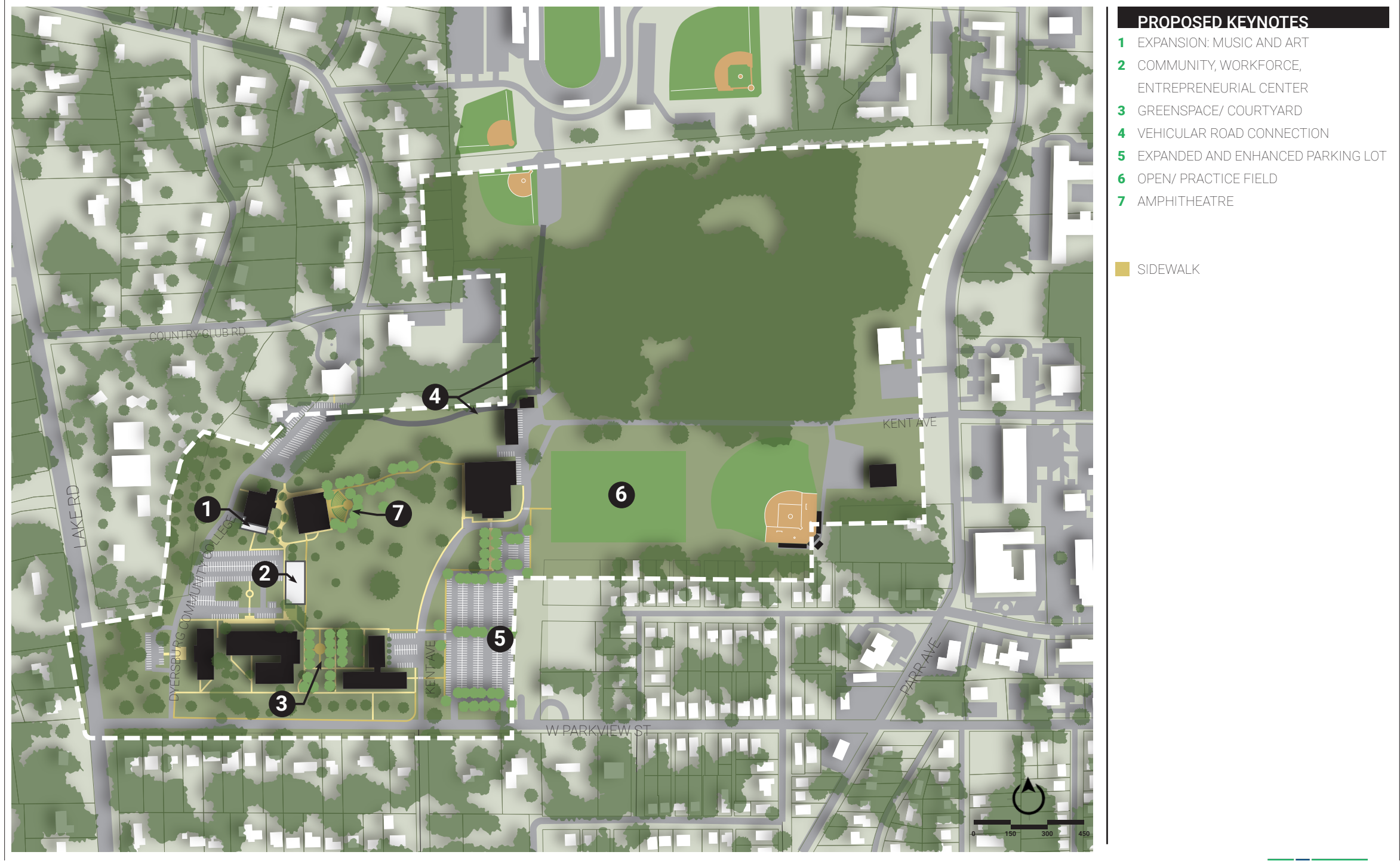
Academic improvements will focus on two facilities. One College priority is bringing art, Music, and Theater together into one building, Andersen Hall (CAB). This can be accomplished by relocating the bookstore and renovating and adding space for both Art and Music. Relocating Music from its present location in the Gym.

The highest College priority is creating a multipurpose facility for the community, workforce training, and student life—the Community Workforce Entrepreneurial Center. In addition to the Entrepreneurial Center, there will be training rooms, EMS and EMT Skills Labs, labs for mechanical, electrical, computers, and robotics, and IT. The building could also be the location for the bookstore.

Dyersburg State Community College / CAMPUS MASTER PLAN

DYERSBURG CAMPUS MASTER PLAN

DYERSBURG CAMPUS 1510 LAKE RD, DYERSBURG, TN 38024





Jimmy Naifeh Center

CAMPUS ANALYSIS - EXISTING AND PROPOSED JIMMY NAIFEH CENTER CAMPUS

The drawing on page 27 shows the Jimmy Naifeh Center in Covington, Tennessee. The Center is a shared resource for the College and the community. There are three buildings on campus: the Learning Resource Center, the Jimmy Naifeh Building, and the Baptist Memorial Health Care Academic Building. The Learning Resource Center is a combined College building and a county library open to the public.

A soccer field is located on the east side of the campus, east of the parking.

Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING JIMMY NAIFEH CENTER CAMPUS

JIMMY NAIFEH CENTER 3149 HWY 51 S., COVINGTON, TN 38019



- KEYNOTES
- A LEARNING RESOURCE CENTER, STUDENT CENTER AND TIPTON COUNTY PUBLIC LIBRARY
 - B JIMMY NAIFEH BUILDING
 - C BAPTIST MEMORIAL HEALTH CARE ACADEMIC BUILD
 - D SOCCER FIELD

The Map on page 29 shows the land use around the Jimmy Naifeh campus. Residential is on the west, commercial is on the south and east of the campus, and open fields and recreation are on the north. The land to the north is a resource for specialized academic programs that the College would like to support: a lineman program and a truck driver training program.

Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING JIMMY NAIFEH CENTER CAMPUS - Landuse

JIMMY NAIFEH CENTER 3149 HWY 51 S., COVINGTON, TN 38019



Dyersburg State Community College / CAMPUS MASTER PLAN

The map on page 31 shows the Jimmy Naifeh Center and the circulation around and through the campus. Two primary roads run southwest to northeast: Highway 51 on the south and Holly Grove Road on the north.

There are two primary entrances to the campus. On the west is the Dyersburg State Community College entrance road. On the east is Patriot Bank Way, a direct entrance to the county library. Both roads are indicated in the orange line.

Internal campus vehicular circulation is indicated with a yellow line. Sidewalks are shown in a red dotted line.

Dyersburg State Community College / CAMPUS MASTER PLAN

EXISTING JIMMY NAIFEH CENTER CAMPUS - Site Analysis

JIMMY NAIFEH CENTER 3149 HWY 51 S., COVINGTON, TN 38019



SITE ANALYSIS

- PRIMARY VEHICULAR CIRCULATION
- SECONDARY VEHICULAR CIRCULATION
- TERTIARY VEHICULAR CIRCULATION
- SIDEWALK
- PRIMARY CAMPUS ENTRANCE
- SECONDARY CAMPUS ENTRANCE

Dyersburg State Community College / CAMPUS MASTER PLAN

The drawing on page 35 provides a bird’s-eye view of how the Jimmy Naifeh Center Campus might look in the future.

Analysis: The campus lacks proper pedestrian connectivity, particularly between parking lots and buildings. Additionally, insufficient drop-off access makes it difficult for people to enter the campus smoothly, especially those unfamiliar with the layout. These issues contribute to an overall disjointed, unwelcoming campus environment, affecting the atmosphere and the safety of those using it.

The Campus Plan Improvements

To address these deficiencies, an enhanced drop-off area (2) will provide easier access for visitors and students, ensuring a smoother arrival process. New pedestrian pathways between the drop-off zone and campus buildings will improve navigation and foster a more cohesive campus experience. Additional sidewalks and crosswalks between parking lots and campus buildings will enhance safety and make the campus feel more integrated, welcoming, and accessible.

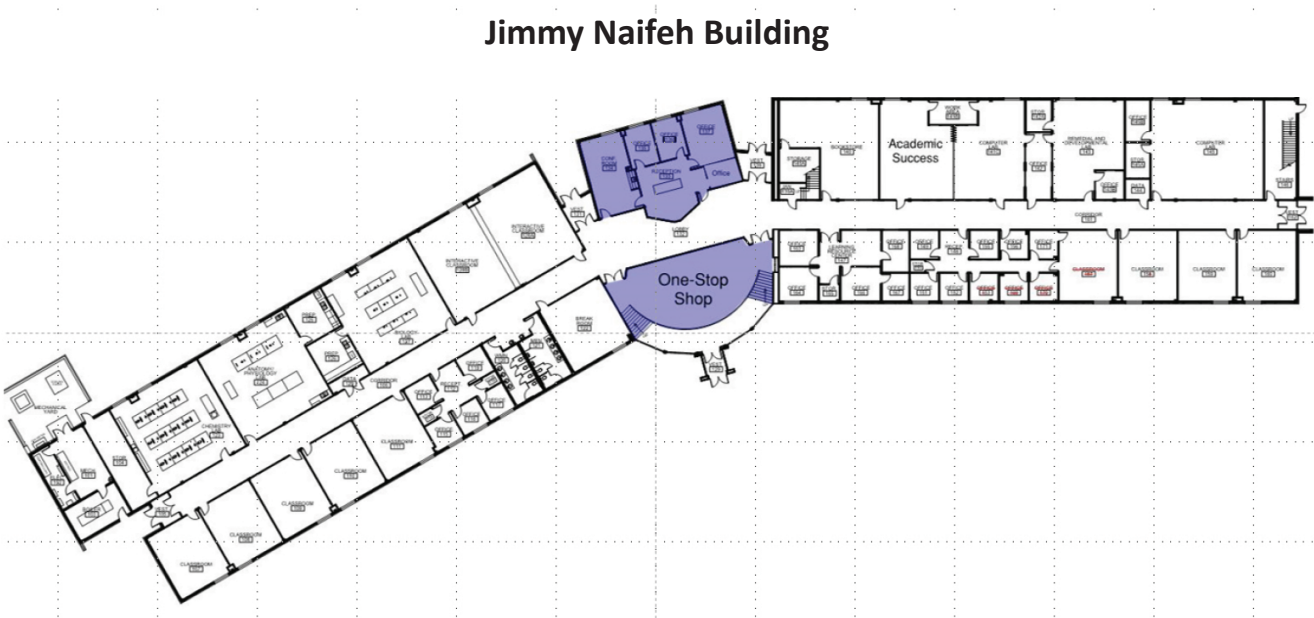
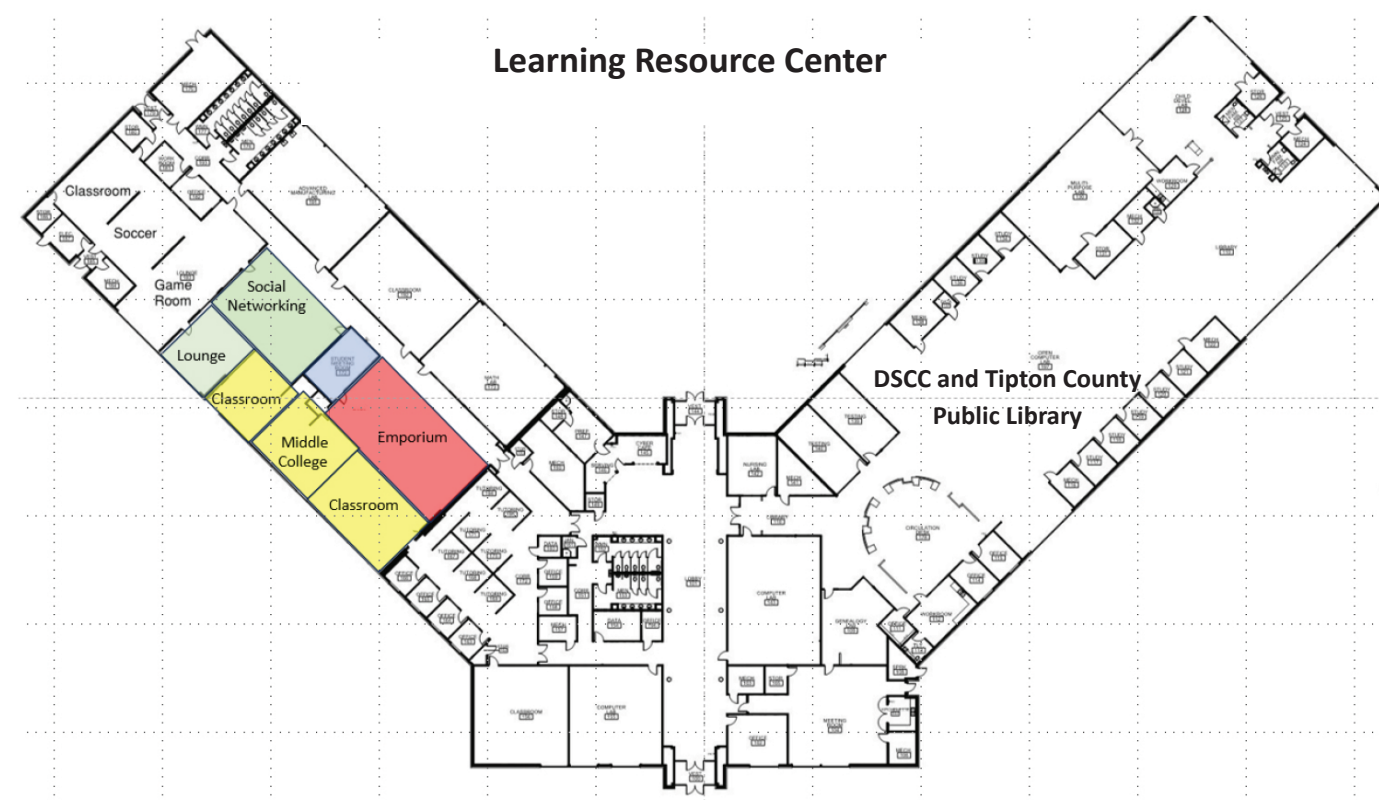
The plan shows the location of a new academic building (1) for nursing and the health sciences, including labs, offices, and student collaboration spaces.

The College is pursuing establishing two programs: a Lineman Training program (3) and a Truck Driver Training program (4). The resources for the Lineman program are a small staging building and an outdoor area with 12 to 18 poles to train students to climb and respond to work on electrical power lines.

The Truck Driver Training resource is an outdoor driving area (4) on the map.

The Jimmy Naifeh Building will be renovated to centralize the student services in a “one-stop shop” in the center of the building (B).

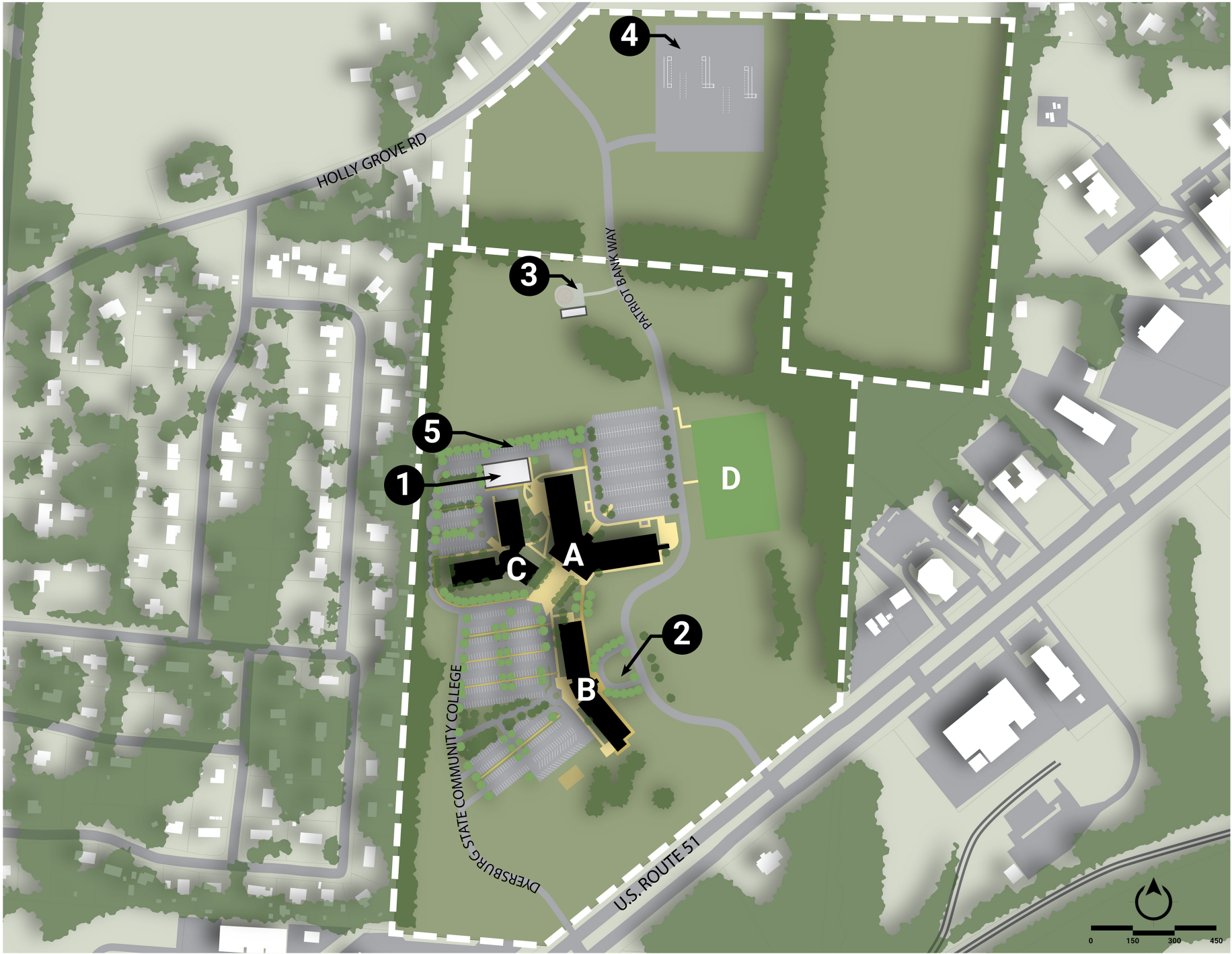
The LRC Center (A) has a large area, the Emporium, that the college and Middle College use in various ways. DSCC wishes to make the Emporium smaller and create several academic spaces, including a computer lab (Social Networking Lab) and classroom, that will continue to support Middle College and the College’s academic program.



Dyersburg State Community College / CAMPUS MASTER PLAN

PROPOSED JIMMY NAIFEH CENTER CAMPUS

JIMMY NAIFEH CENTER 3149 HWY 51 S., COVINGTON, TN 38019



- EXISTING**
- A** LEARNING RESOURCE CENTER, STUDENT CENTER AND TIPTON COUNTY PUBLIC LIBRARY
 - B** JIMMY NAIFEH BUILDING
 - C** BAPTIST MEMORIAL HEALTH CARE ACADEMIC BUILD
 - D** SOCCER FIELD
- PROPOSED**
- 1** ACADEMIC BUILDING
 - 2** ENHANCED DROP OFF
 - 3** LINEMAN STAGING BUILDING AND TRAINING
 - 4** TRUCK DRIVING TRAINING COURSE
 - 5** ADDITIONAL PARKING
- SIDEWALK**

The Henry County Center building is a temporary location for the College. The building is owned by Central High School

A better and a more appropriate solution will be for the College to own its own land and facility for future development of the Henry County Center.

EXISTING HENRY COUNTY CENTER CAMPUS

HENRY COUNTY CENTER CAMPUS 55 JONES BEND RD EXT, PARIS, TN 38242



- KEYNOTES**
- A HENRY COUNTY COMMUNITY BUILDING
 - ORGANIZATIONS IN BUILDING:
 - DYERSBURG STATE COMMUNITY COLLEGE HENRY COUNTY CENTER
 - PARIS HENRY FOOD BANK
 - NORTHWEST TENNESSEE ECONOMIC DEVELOPMENT COUNCIL

DSCC Space 2,400 SF

Health Science Lab

2 Classrooms

4 Offices

Dyersburg State Community College / CAMPUS MASTER PLAN

BUILDING CONDITION

The chart below shows the building condition of the Dyersburg and Jimmy Neifeh Center campuses. The data fields include an overall building ranking and 20 building systems, including exterior, interior, and utility systems.

The buildings are separated by campus and sorted from the lowest 61.7 to the highest 99.3. If the campus scores were rounded, only two buildings fall below 90. The two lowest-scoring buildings are the Gym and the Security Bank Community Learning Center (SBCLC). Both Glover and Andersen would round up to 90. All the condition issues are deferred maintenance issues and can be addressed through the normal process or programmatic renovation.

The biggest issue is fire protection, and 11 buildings need system updates. Seven buildings have exterior enclosure issues. Seven different buildings have roofing problems. And two have adaptability issues—Andersen and the SBCLC. Andersen will be expanded and renovated for theater, music, and Art.

The Security Bank Community Learning Center, the current workforce building, houses the Workforce Development division, the EMT/Paramedic program on the Dyersburg campus, and a multipurpose conference/meeting room. The SBCLC is the former country club building for the old golf course that was on the land where the DSCC campus now sits. While usable, the building cannot be significantly added to or renovated in a way that would justify the cost. It wasn’t designed or constructed for large flexible labs, nor for the needed floor loading and the HVAC that will be required.

																	Data & Equipment						
			Campus	Basement	Exterior	Interior	Interior								Fire	Communica		&	Special	Site	Safety	Building	Building
			Score	Construction	Superstructure	Enclosure	Roofing	Construction	Stairs	Finishes	Conveying	Plumbing	HVAC	Protection	Electrical	tions	Furnishings	Construction	Conditions	Standards	Suitability	Adaptability	
1	E .B. Eller Jr. Administration	31 - Office - 2	93.2	-	-	-	70	70	-	-	-	-	-	-	70	90	-	-	-	-	-	-	-
2	Dale Glover Classroom Building	12 - Classroom - 3	89.6	-	-	-	70	70	70	70	90	-	70	-	-	-	-	-	80	70	-	-	-
3	Dr. Karen A. Bowyer Mathematics Building	10 - Classroom - 1	94	-	-	-	70	70	-	-	-	-	-	70	-	-	-	-	-	-	-	-	-
4	Dr. Carl Christian Andersen Hall	11 - Classroom - 2	89.9	-	-	-	70	70	70	-	-	-	80	-	70	-	80	-	90	-	-	70	-
5	E. H. Lannom Jr. Gymnasium	32 - Physical Education	82.9	-	-	-	70	40	70	-	-	-	50	-	50	80	80	-	50	80	-	-	-
6	Maintenance Building	38 - Physical Plant Service	92.3	-	-	-	70	-	-	-	80	-	70	-	70	-	-	-	-	-	50	-	-
10	Maintenance Storage Building	53 - Warehouse / Storage - 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Greenhouse	48 - Greenhouse - 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Fire Pump Building	38 - Physical Plant Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Security Bank Community Learning Center	12 - Classroom - 3	61.7	80	80	80	70	90	90	80	70	0	50	30	40	90	90	90	0	70	0	40	40
16	Baseball Building	67 - Athletic Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Learning Resource Center	29 - Library	98.2	-	-	-	-	-	-	-	-	-	-	70	-	-	-	-	-	-	-	-	-
19	Student Center	40 - Student Center	96.1	-	-	-	-	70	-	-	-	-	-	-	70	-	-	-	-	-	-	-	-
21	Parkview Annex	53 - Warehouse / Storage - 1	99.3	-	-	-	90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Softball multi purpose	67 - Athletic Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	Athletics Indoor Training Facility	67 - Athletic Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			Campus	Basement	Exterior	Interior	Interior								Fire	Communica		&	Special	Site	Safety	Building	Building
			Score	Construction	Superstructure	Enclosure	Roofing	Construction	Stairs	Finishes	Conveying	Plumbing	HVAC	Protection	Electrical	tions	Furnishings	Construction	Conditions	Standards	Suitability	Adaptability	
13	Jimmy Naifeh Building	12 - Classroom - 3	95.7	-	-	-	-	70	-	-	-	-	-	70	-	-	60	-	-	-	-	-	-
18	Baptist Memorial Healthcare Academic Building	11 - Classroom - 2	98.2	-	-	-	-	-	-	-	-	-	-	70	-	-	-	-	-	-	-	-	-
20	JNC LRC/SC W/TCPL	29 - Library	98.2	-	-	-	-	-	-	-	-	-	-	70	-	-	-	-	-	-	-	-	-

Dyersburg State Community College / CAMPUS MASTER PLAN

UTILITIES AND SITE INFRASTRUCTURE

I. Existing Campus Conditions – Dyersburg Campus

MECHANICAL SYSTEMS

Each Building on Dyer County campus has an independent heating and cooling system. The buildings have a mix of Rooftop Units (RTU), Fan Coil Units (FCU) Split Systems, and Water Source Heat Pumps (WSHP). There is natural gas available to each building with its separate metering. Renovations since 2005 have replaced the systems in the buildings built in 1969 as part of the original campus. Many buildings have room air purifiers in addition to central heating and cooling. The condition and capacity of the existing systems in each building are adequate for the existing campus size.

Eight roof-top units serve the gymnasium, and split-system HVAC is used for the music room and student center. Two condensing boilers were installed around 2021 to heat hot water, and instantaneous water heaters were installed around 2017.

Glover has a mix of fan coil units replaced in 2015, Dedicated Outside Air Units, and an AON unit for the chemistry lab. Corridors have a variable air volume system. BAC cooling towers are in good condition with Chem Aqua water treatment. The York chiller appears close to the end of its useful life. Condensing boilers were installed recently and are in good working condition. The pumps are well maintained.

The Bowers Math Building has a Trane air-cooled chiller installed around 2007 and a Burnham hot water boiler. A large central air handling unit is located on the first floor.

The Library has a Trane chiller with two air handlers in the basement.

Eller has a Trane chiller, BAC cooling tower, several small split systems, and two condensing boilers. The library's HVAC system was upgraded at the same time.

The Andersen Campus Activity Building and Student Center are on a shared geothermal heat pump system, installed in 2007, with a well field located in the green space to the east of the Student Center. If this valley area is chosen for an amphitheater location, care will have to be taken to design around the bore field so that pipes and connections are not disturbed. Locating the amphitheater south of the Student Center could minimize conflict.

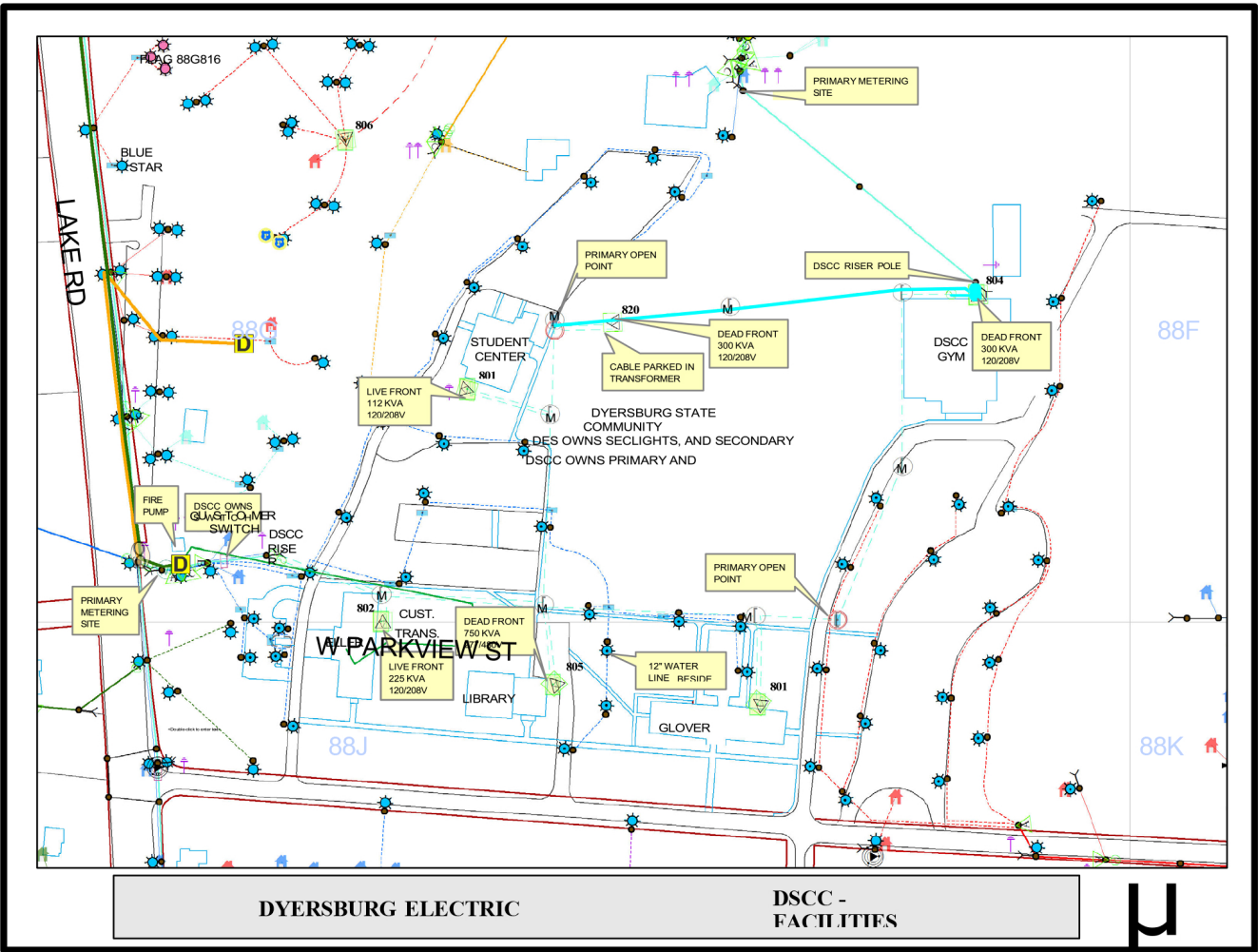
ELECTRICAL SYSTEMS

The Dyersburg Community College main campus is primarily metered from the utility at 13.2 KV at two (2) locations, as shown on the attached Utility (DES) Map. The campus owns the primary power distribution system,

which includes pad-mount transformers, manholes, sectionalizing cabinets, and primary underground cables. The primary cables are installed in concrete-encased ductbanks and were replaced in 2006 with #1/0 Awg Aluminum, Full Concentric Neutral. These cables have a capacity of 160 Amps, and the Campus Demand is less than 750kVA (33 Amps at 13.2kV). The pad-mount transformers were replaced approximately fifteen (15) years ago.

The primary distribution is a loop system, with each building having its pad-mount transformer and manhole for the loop conductors to feed through to the transformers and back out. The Campus can be fed from either Utility (DES) source if the other fails. The loop system can be opened in different areas, either at the transformers or at a sectionalizing cabinet. New buildings can be inserted into the loop with new manholes and pad-mount transformers. The loop will be temporarily open when a new manhole is inserted in the loop, but the Campus will not sustain any outages due to the loop with two DES Risers.

Main Campus Electrical Distribution Map



II. Future Campus Requirements – Future Campus Infrastructure Projections Dyersburg Campus

MECHANICAL

Because there is no central power plant, each new building will be designed with its own heating, ventilating, and air conditioning (HVAC) system. Based on load characteristics of similar types of campus buildings, the proposed buildings would be expected to have the following projected loads:

BUILDING NAME	SIZE (SF)	CLG LOAD (TONS)	HTG LOAD (MMBTUH)
New Academic Bldg / Community Workforce Entrepreneurial	75,000	205	2.4
Andersen CAB Addition for Music & Art	11,167	30	0.4

The proposed addition of music and art to the Andersen building will require a system review to determine if the existing ground source heat pump system has sufficient surplus capacity to carry the new load. The geothermal bore field by the Student Center should be looked at in detail. It is very likely that the existing field could carry the additional heating load for the addition since the cooling load generally determines the size and is often double the capacity needed for the heating load. The location of any additional bore piping for cooling capacity should be coordinated with the location of the proposed amphitheater.

Since the proposed new Community Workforce Entrepreneur Center lies relatively close to the campus’s central valley, the opportunity exists for a new geothermal heat pump system for this building. This would take advantage of diversity of load in the uses in sizing the system and of the potential for using heat from an occupied part of the building to heat another if it is vacant. The estimated size of the bore field required is approximately 250 feet by 250 feet.

ELECTRICAL

The Main Campus primary (13.2kV) electrical distribution system can feed the future buildings by inserting them into the loop with new manholes and pad-mount transformers. The existing underground primary cable has the capacity to carry the future expansions. New underground primary concrete-encased ductbanks will be installed from the new manholes to new pad-mount transformers for the new buildings.

New manholes will be required to intercept the primary power loop for future Buildings. The loop will be temporarily open at locations where the new manholes are inserted into the loop, but this opening can be isolated while the Campus remains energized from the primary loop with two DES Risers.

Recommendations for Future Buildings:

Future Building A is shown as an addition to the South side of the Alexander Building. As can be seen on the attached Electrical Distribution map, the existing building’s transformer is at the Southwest corner of the building. This transformer would have to be relocated if the addition is located here. This would entail a new primary ductbank to the relocated transformer and new secondary ductbank back into the building to re-feed the existing electrical service Switchboard.

Future Building B (Entrepreneurial Center) should be shifted to the East so that it does not get installed over the existing primary ductbank as shown on the attached Electrical Distribution map.

III. Existing Campus Conditions Jimmy Naifeh Center Campus

MECHANICAL SYSTEMS

The Naifeh campus has three principal buildings constructed within the past 30 years. The Naifeh Building, built in 1996, has an air-cooled chiller and boiler installed in 2011, with an energy management system and heat pipes for reheating for more energy-efficient humidity control. The Learning Resource Center has geothermal heat pumps with the bore field under the parking lot. Two Aon units on the roof provide dedicated outside air. The new Academic Building has a York air-cooled chiller and natural gas boiler installed in 2017.

ELECTRICAL SYSTEMS

The Naifeh Campus is primary metered from the Utility from one (1) Utility Riser Pole. The Campus owns the primary power distribution system, which includes transformers, sectionalizing cabinets, and primary underground cables. From the one (1) utility riser pole, the buildings are fed from underground ductbanks to the building transformers. Sectionalizing cabinets are used to feed and isolate the transformers. The underground distribution system has the capacity to feed the future buildings.

COMMUNICATIONS

Dyer and Jimmy Naifeh Center Campuses

The Communication Systems infrastructure is in decent condition and can be easily expanded with each proposed construction project. The infrastructure cable system is distributed via conduit paths and duct banks to each building. The current copper and fiber optic networks are completely scalable and easily distributed across the campus. The current distribution system allows for scalability and promotes growth on the College Campus; however, there are concerns about bandwidth limitations on the primary network. In addition, the network does not have a redundant architecture to support resiliency.

IV. Future Campus Requirements - Future Campus Infrastructure Projections Jimmy Naifeh Center Campus

MECHANICAL SYSTEMS

On the Naifeh Campus, the proposed buildings would be expected to have the following projected loads:

BUILDING NAME	SIZE (SF)	CLG LOAD (TONS)	HTG LOAD (MBTUH)
New Health Science Bldg	20,000	60	0.8
Lineman Staging Bldg	2,367	7	0.1

The new Health Science Building could potentially utilize a geothermal system with a borefield in the field behind it or the parking lot in front of it. The estimated size is 150 feet by 150 feet.

ELECTRICAL

The Naifeh Campus primary electrical distribution system can feed future buildings by tapping into existing sectionalizing cabinets. The existing underground primary cable has the capacity to carry the future expansions. New underground primary ductbanks will be installed from the sectionalizing cabinets to new pad-mount transformers to feed the new buildings.

Future Building A can be fed by extending the existing primary distribution system as described above to a new pad-mount transformer.

COMMUNICATIONS

Technology has quickly been brought to the forefront of campus requirements for delivering educational tools and curriculum over the last 10 years and will only intensify exponentially over the next 10 years. Mobile computing is widely becoming a mainstay in today’s society. With the “Bring Your Own Device” (BYOD) concept being fostered and many times required, the DSCC’s wireless infrastructures should be increased to improve network availability, capacities, and throughput. Today’s students are embracing the use of tablets and laptops in the classroom, at their residences, and across campus. Having the tools at their fingertips to conduct real-time research is essential in developing productive students. Technical capabilities and how the college utilizes and distributes technology could decide an incoming student’s decision.

In an effort to develop a strong and resilient network, the network architecture must be addressed. The increasing number of students and faculty necessitates improving the College’s inbound service to ensure access to the outside world without latency delays. In addition, the College should evaluate and deliver a redundant network connection to each campus building. The College should consider utilizing a high-bandwidth, single-mode fiber optic solution to ensure increased network availability and throughput for years to come. This will foster future network capabilities and support any AI-forward applications that require a higher computing capacity.

Copper cable infrastructure is an antiquated technology that will likely be abandoned in the coming years. Fiber optic technologies have become the primary solution for any new or updated technology needs across campus. It is not recommended that DSCC add or replace any of the copper infrastructure when constructing a new facility.

To improve overall network accessibility and bandwidth, it’s recommended that the Campus evaluate modifying its service provider connections to a higher bandwidth solution. This will increase the monthly capital expenditures, but it will greatly improve the network accessibility and the overall campus experience for students, faculty, and staff.

Moving forward, the continued use of fiber optic cable to distribute voice, data, video, and security services should be a mandate. Increasing the type of fiber optics and strand count is recommended as each of the respective systems requires more bandwidth and storage, fostering independent networks.

Future Fiber Optics Requirements - The current network is scalable and easily distributed across the campus. The need for redundancy and survivability increases as the College expands its technology offerings and solutions and becomes more reliant on the networks for its curriculum. In addition, campus systems such as video surveillance systems require more bandwidth and throughput to ensure reliable video transfer to storage servers. An additional study would be required to identify the feasibility of creating a redundant pathway system or a more traditional campus ring network. Like most campus environments, each project has its own unique obstacles to overcome during the building process. As the campus considers the establishment of utility corridors to support electrical distribution, it would be prudent to consider installing a telecommunications conduit in conjunction with that project.

V. Implementation - Cost Estimates for Building, Infrastructure and Site Improvements

MECHANICAL

Dyersburg Campus

The cost of a conventional HVAC system would not typically be considered an infrastructure cost but simply a part of the building cost. If the common geothermal concept is utilized, then the estimated probable cost of the bore field for the Entrepreneur Center would be approximately \$750,000 and \$120,000 if the Music and Arts Expansion required additional cooling capacity.

Jimmy Naifeh Campus

In the same way the new Health Sciences Building’s HVAC would not have associated mechanical infrastructure costs unless a new geothermal system is considered. The estimated probable cost of a geothermal bore field for the Health Sciences Building would be \$270,000.

ELECTRICAL

The cost for the primary electrical distribution system at the Main Campus will include new manholes and concrete-encased ductbanks inserted into the existing distribution system and new transformers for the individual buildings. The estimated probable cost for each new building is \$200,000 including a new manhole, pad-mount transformer, and concrete-encased ductbank from the manhole to the transformer. At the Tipton County Center, a new manhole will not be required, therefore the estimated probable cost for Building A is \$150,000 including a new primary ductbank and pad-mount transformer.

LAND ACQUISITION

There is no pressure to acquire additional campus land, although the situation can always change depending on enrollment, programs, and workforce training needs.

If property adjacent to the campus comes up for sale, the College should determine whether acquiring it would benefit the College in the future.

All projects in the campus master plan are on land the College currently owns.

Dyersburg State Community College / CAMPUS MASTER PLAN

PRELIMINARY PROJECT COST ESTIMATES – MAJOR PROJECTS

Project costs include the cost of construction plus typical soft costs. The soft costs include architect/engineering fees, building contingency costs, site expenses, furniture, fixtures, equipment, and administration costs. Depending on the institution, soft costs could also include short-term interest, legal fees, campus utility upgrades, the cost of moving, parking, an allocation for the arts, etc.

Inflation is not included in these estimates—they are 2025 dollars.

In addition to the new construction cost estimates, costs will be associated with the various renovations and space reallocation projects. Renovation project costs range from \$250 to \$350 per gross square foot. Without a detailed architectural and engineering analysis outside of this campus planning study, it isn’t easy to provide a cost for each renovation. Thus, several projects listed below do not have the estimated cost listed.

Rank / Priority	Location	Potential Project	Gross Square Feet	Estimated Construction Cost (if available)	Estimated Project Cost (if available)
1	Dyersburg Main Campus	Community/Workforce Entrepreneurial Center	90,000	\$49,500,000	\$61,875,000
2	Henry County Center	Seeking better site/building long term		N/A	N/A
3	Dyersburg Main Campus	Andersen Hall expansion for Music/Art	Reno = 3,500 New = 7,700	\$3,780,000	\$4,725,000
4	Dyersburg Main Campus	Dedicated eSports Space		N/A	N/A
5	Dyersburg Main Campus	Road improvements – new cross-campus route at north of campus		\$1,000,000	\$1,100,000
6	Jimmy Naifeh Center	LRC/TCPL (aka “C Building”) Improvements – additional classrooms created from the Emporium area	6,200 Net	\$600,000	\$720,000
7	Jimmy Naifeh Center	Central One-Stop Renovations in Naifeh Building	3,300 Net	\$400,000	\$480,000
8	All Locations	Improved Student Spaces (Lounges/Gathering Places/Vending/Clubs)		N/A	N/A
9	Dyersburg Main Campus and Jimmy Naifeh Center	Consolidated/Unified Testing Center		N/A	N/A
10	Dyersburg Main Campus	E. H. Lannom, Jr. Gymnasium – Visitor Team Lockers	2,100 Net	\$300,000	\$354,000
11	Dyersburg Main Campus	Outdoor Amphitheater with Pedestrian Connectivity		\$300,000	\$330,000
12	Jimmy Naifeh Center	Nursing Faculty Shared Offices		N/A	N/A
13	Dyersburg Main Campus and Jimmy Naifeh Center	Dedicated Interview, Lockup, and Evidence spaces for Campus Police		N/A	N/A
14	Jimmy Naifeh Center	Lineperson Program (including bucket truck training)		\$1,525,000	\$1,677,500
15	Dyersburg Main Campus	Academic Success Center (ASC) Expansion		N/A	N/A
16	All Locations	STEM Microbiology Lab		N/A	N/A
17	All Locations	STEM Storage spaces		N/A	N/A
18	Dyersburg Main Campus	Learning Resource Center – Additional study rooms/spaces for students		N/A	N/A
19	Dyersburg Main Campus	Improve drainage for athletics fields (baseball, softball, soccer)		\$1,000,000	\$1,100,000
20	Jimmy Naifeh Center	New Academic Building for Health Sciences Programs	20,000	\$14,000,000	\$17,845,000
21	Haywood County and Brownsville	Seeking future site/building		N/A	N/A

Dyersburg State Community College / CAMPUS MASTER PLAN

Additional Projects with Cost Estimates (not included in ranked list)

Rank / Priority	Location	Potential Project	Estimated Cost (if available)
-	Dyersburg Main Campus	Parking Lot Additions and Improvements	\$1,000,000
-	Dyersburg Main Campus	Create natural courtyard/eliminate parking between Glover and LRC	\$250,000
-	Dyersburg Main Campus	Campus Pedestrian Connectivity Improvements	\$750,000
-	Dyersburg Main Campus	Athletics – Future Soccer and Open/Practice Fields	\$1,000,000
-	Dyersburg Main Campus	Community/Workforce Entrepreneurial Center Common Geothermal	\$750,000
-	Dyersburg Main Campus	Andersen Hall expansion for Music/Art Additional Cooling	\$1,209,000
-	Dyersburg Main Campus	Community/Workforce Entrepreneurial Center Electrical Infrastructure	\$200,000
-	Jimmy Naifeh Center	Parking Lot Landscape Improvements	\$100,000
-	Jimmy Naifeh Center	Naifeh Building – Drop-off Area Enhancements	\$125,000
-	Jimmy Naifeh Center	Campus Pedestrian Connectivity Improvements	\$750,000
-	Jimmy Naifeh Center	Academic Building for Health Sciences Programs Geothermal	\$270,000
-	Jimmy Naifeh Center	Academic Building for Health Sciences Programs Electrical Infrastructure	\$150,000

Dyersburg State Community College / CAMPUS MASTER PLAN

APPENDIX A – SPACE UTILIZATION

Classrooms, Instructional Labs, and Studios

These two tables shows each individual classroom and their utilization—from high Usage Hours to low.

Dyersburg State Community College - Campus Planning Studies 2024										
Table II: TEACHING SPACES - DETAIL BY BUILDING - DAY										CLASSROOMS
FICM CATEGORY: 100 (Classrooms)										
Building	Room	FICM	Room Description	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	% Station Utilization	Usage Hrs / Week
Eller Administration	237	110	Classroom	719	45	16.0	1	12.0	27%	1.5
Eller Administration	238	110	Classroom	752	35	21.5	3	19.7	56%	7.5
Eller Administration	239	110	Classroom	506	24	21.1	3	11.3	47%	9.0
Eller Totals:			3 spaces	1,977	104	19.5	7	15.0	43%	6.0
Glover Education	103	110	Classroom	478	45	10.6	5	20.0	44%	15.0
Glover Education	104	110	Classroom	777	48	16.2	5	20.4	43%	15.0
Glover Education	107	110	Classroom	1,174	48	24.5	6	23.3	49%	18.0
Glover Education	109	110	Classroom	841	55	15.3	4	18.8	34%	12.0
Glover Education	116	110	Classroom	541	24	22.5	4	11.3	47%	12.0
Glover Education	151	110	Classroom	252			1	3.0		3.0
Glover Education	204	110	Classroom	1,139	58	19.6	2	42.0	72%	11.0
Glover Education	218	110	Classroom	561	36	15.6	4	23.0	64%	12.0
Glover Totals:			8 spaces	5,763	314	17.8	31	20.7	50%	12.3
Lannon Jr. Gym	152	110	Classroom	1,004	40	25.1	4	20.0	50%	12.0
Lannon Jr. Gym	182	110	Music Classroom	2,195	30	73.2	2	13.0	43%	6.0
Gym Totals:			2 spaces	3,199	70	49.1	6	17.7	47%	9.0
JNC - Bapt Mem Health	A107	110	Classroom	481	30	16.0	2	14.5	48%	2.0
JNC - Bapt Mem Health	A108	110	Classroom	489	30	16.3	3	17.0	57%	9.0
JNC - Bapt Mem Health	A109	110	Classroom	481	30	16.0	7	15.7	52%	13.0
JNC - Bapt Mem Health	A110	110	Classroom	484	30	16.1	6	17.2	57%	17.3
JNC - Bapt Mem Health	A111	110	Classroom	488	30	16.3	4	23.5	78%	10.0
JNC - Bapt Mem Health	A158	110	Classroom	500	30	16.7	5	17.8	59%	15.0
JNC - Bapt Mem Health	A159	110	Classroom	497	30	16.6	4	22.8	76%	12.0
JNC - Bapt Mem Health	A160	110	Classroom	498	30	16.6	3	18.3	61%	7.0
JNC Totals:			8 spaces	3,918	240	16.3	34	18.3	61%	10.7
JNC Learning Resource Ctr	183	110	Classroom	1,245	50	24.9	3	20.0	40%	9.0
JNC LRC Totals:			1 space	1,245	50	24.9	3	20.0	40%	9.0

Dyersburg State Community College - Campus Planning Studies 2024										
Table II: TEACHING SPACES - DETAIL BY BUILDING - DAY										CLASSROOMS
FICM CATEGORY: 100 (Classrooms)										
Building	Room	FICM	Room Description	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	% Station Utilization	Usage Hrs / Week
JNC - Jimmy Naifeh Bldg	B163	110	Classroom	723	32	22.6	2	23.0	72%	20.0
JNC - Jimmy Naifeh Bldg	B166	110	Classroom	1,199	32	37.5	10	18.0	56%	34.5
JNC Tipton Totals:			2 spaces	1,922	64	30.0	12	18.8	64%	27.3
Mathematics Building	164	110	Classroom	809	32	25.3	2	19.5	61%	6.0
Mathematics Building	165	110	Classroom	809	32	25.3	3	19.3	60%	9.0
Mathematics Building	166	110	Classroom	753	24	31.4	3	18.3	76%	9.0
Math Totals:			3 spaces	2,371	88	27.3	8	19.0	66%	8.0
FICM 100 Category Totals:			27 spaces	20,395	930	22.3	101	18.9	55%	11.4
Note: The total NASF is just for the scheduled classroom space. It does not include any classroom support space.										

Dyersburg State Community College / CAMPUS MASTER PLAN

The next two tables show the utilization of each lab or studio.

Dyersburg State Community College - Campus Planning Studies 2024										
Table II: TEACHING SPACES - DETAIL BY BUILDING - DAY							LABORATORIES			
FICM CATEGORY: 200 (Laboratories and Studios)										
Building	Room	FICM	Room Description	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	% Station Utilization	Usage Hrs / Week
Glover Education	101	210	Lab	1,050	28	37.5	3	23.7	85%	6.0
Glover Education	111	210	Laboratory	1,172	36	32.6	2	6.5	18%	5.0
Glover Education	114	210	Anatomy Lab	1,098	25	43.9	3	19.3	77%	6.0
Glover Education	200	210	Foreign Language Lab / CR	693	36	19.3	5	18.6	52%	15.0
Glover Education	201	210	Nursing Lab	1,703			1	48.0		7.0
Glover Education	203	210	Lab	752	24	31.3	2	17.5	73%	12.0
Glover Education	211	210	CIT Lab	1,203	20	60.2	7	25.9	129%	24.8
Glover Education	216	210	Lab	1,253	24	52.2	1	11.0	46%	3.0
Glover Totals:			8 spaces	8,924	193	39.6	24	21.3	69%	9.8
Henry County	6	210	Lab, Science		24		2	18.0	75%	5.0
HCC Totals:			1 space		24		2	18.0	75%	5.0
JNC - Bapt Mem. Health	A141-C	210	Laboratory	776	24	32.3	7	15.1	63%	16.0
JNC - Bapt Mem. Health	A143	210	Lab, Remedial & Developme	736	30	24.5	5	17.8	59%	15.0
JNC - Bapt Mem. Health	A145	210	Computer Lab	1,363	50	27.3	6	18.8	38%	16.0
JNC Totals:			3 spaces	2,875	104	28.0	18	17.1	53%	15.7
JNC Learning Res Ctr	C143	210	Computer Lab	1,537	42	36.6	6	11.7	28%	18.0
JNC Learning Res Ctr	C155	210	Computer Lab	1,188	38	31.3	5	9.8	26%	12.5
JNC Learning Res Ctr	C156	210	Computer Lab	1,215	30	40.5	5	14.8	49%	15.0
JNC Learning Res Ctr	C173	210	Computer Lab	1,320	38	34.7	6	16.3	43%	18.0
JNC Learning Res Ctr	C192	210	Lab	1,342	38	35.3	3	23.7	62%	9.0
JNC LRC Totals:			5 spaces	6,602	186	35.7	25	14.5	42%	14.5
JNC - Jimmy Naifeh Bldg	B154	210	Laboratory	1,226	32	38.3	2	29.0	91%	13.0
JNC - Jimmy Naifeh Bldg	B155	210	Laboratory	1,215	32	38.0	4	26.8	84%	12.0
JNC - Jimmy Naifeh Bldg	B159	210	Laboratory	1,033	32	32.3	3	22.0	69%	15.0
JNC Tipton Totals:			3 spaces	3,474	96	36.2	9	25.7	81%	13.3

Dyersburg State Community College - Campus Planning Studies 2024										
Table II: TEACHING SPACES - DETAIL BY BUILDING - DAY								LABORATORIES		
FICM CATEGORY: 200 (Laboratories and Studios)										
Building	Room	FICM	Room Description	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	% Station Utilization	Usage Hrs / Week
Learning Resource Ctr	121	210	Computer Lab	1,314	40	32.9	4	22.0	55%	12.0
Learning Resource Ctr	142	210	Laboratory	934	40	23.4	2	11.5	29%	6.0
LRC Totals:			2 spaces	2,248	80	28.1	6	18.5	42%	9.0
Mathematics Building	167	210	Computer Lab	771	24	32.1	2	20.5	85%	6.0
Math Totals:			1 space	771	24	32.1	2	20.5	85%	6.0
Security Bk Community	108	210	EMT Skills Lab	963	24	40.1	2	30.5	127%	6.0
SBC Totals:			1 space	963	24	40.1	2	30.5	127%	6.0
FICM 200 Category Totals:			24 spaces	25,857	731	35.3	88	18.9	64%	11.4
Note: The total NASF is just for the scheduled laboratory and studio space. It does not include any laboratory support spaces such as prep rooms, lab storage, and instrument and equipment spaces - these are not scheduled spaces.										

The chart below shows the classroom use of auditoriums. The room have low utilization and the courses that were scheduled in them should probably have been scheduled in classrooms.

Dyersburg State Community College - Campus Planning Studies 2024										
Table II: TEACHING SPACES - DETAIL BY BUILDING - DAY								AUDITORIUMS		
FICM CATEGORY: 600 (General and Campus Use)										
Building	Room	FICM	Room Description	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	% Station Utilization	Usage Hrs / Week
Andersen Hall	119	610	Auditorium	1,756	140	12.5	1	16.0	11%	3.0
CAB Totals:			1 space	1,756	140	12.5	1	16.0	11%	3.0
JNC - Jimmy Naifeh Bldg	B109	610	Auditorium	3,175	250	12.7	1	17.0	7%	3.0
JNC - Jimmy Naifeh Bldg			1 space	3,175	250	12.7	1	17.0	7%	3.0
FICM 600 Category Totals:			2 spaces	4,931	390	12.6	2	16.5	9%	3.0

Dyersburg State Community College / CAMPUS MASTER PLAN

Thec Model

THEC - Space Allocation Guidelines

ver 0424

Data Input and Calculation Spreadsheet - Community Colleges

2024

Name of Institution: Dyersburg State Community College

Date of Data:

Change blue shaded cells only:

blue

Data inputs (institutions)

pink

Guidelines / planning inputs (THEC)

NASF totals rounded up to next whole square foot.

Enrollment Data

Students	FTE
On-ground	1,175.40 FTE
Online	685.67 FTE
	1,861.07 Total

Part I - Classrooms

Class Size

Weekly CR Hours

1-14

32

15-29

141

30-49

123

50-129

11

130+

Sta util = 60% (fixed)

Hrs per week:

30

Institutions enter 30 hrs for Day session or 17 for Evening.

Classroom Stations	NASF / Sta	NASF per CR	Number of CRs	Total NASF
16	31	496	2	992
35	25	875	5	4,375
55	21	1,155	5	5,775
125	17	2,125	1	2,125
275	15	4,125	0	0
Total CR NASF:				13,267

Part II - Scheduled Labs and Studios

Discipline

of sections

Weekly Lab Hours

Total Enrollment

A

0

0

0

B

9

24

226

C

20

87

481

D

15

40

290

E

44

123

662

Sta util:

80%

Hrs per week:

20

Mean Section Size	Stations per Lab	NASF / Sta	NASF per Lab	Number of Labs	Lab+Studio NASF	Support Allocation	Support NASF	Total NASF
0.0	0	150	0	0	0	40%	0	0
25.0	32	100	3,200	2	6,400	35%	2,240	8,640
24.0	30	75	2,250	5	11,250	30%	3,375	14,625
19.0	24	60	1,440	2	2,880	25%	720	3,600
15.0	19	40	760	7	5,320	20%	1,064	6,384
Total NASF:					25,850	Total NASF:	7,399	
Total Scheduled Lab and Studio NASF:								33,249

Part III - Open Labs and Studios

Student enrollment, on-ground (FTE)

1,175

Student enrollment, online (FTE)

686

Grand Total Open Labs, Studios, Collaboration NASF:

5,877

NASF / FTE

5

Total NASF

5,877

0

0

Part IV Research

Dyersburg State Community College / CAMPUS MASTER PLAN

Part V - Personnel Requiring Office Space				
Personnel Category	Total FTE		NASF / FTE	Total NASF
President, Chancellor	1.0		240	240
Provosts, Vice President	4.0		200	800
Dean	6.0		180	1,080
Assoc. Dean, Dept. Chair	5.0		140	700
Professor, Assoc, Asst	51.0		120	6,120
FT Faculty, lecturer, Instructor, Temporary			100	0
Other Faculty, Adjuncts, Part-time	92.0		90	8,280
Professional Staff	75.0		120	9,000
Clerical/Technical	59.0		100	5,900
Full-time Staff - Shared Office	3.0		75	225
Part-time Staff -	112.0		75	8,400
Staff, Technition			90	0
GTA Headcount			60	0
GRA Headcount			40	0
Other Students, Headcount			10	0
Conference Room	8.0		25	200
Small Group Collaboration Spaces			2	0
Subtotal	416.0			40,945
Support Allocation:		30%		12,284
				53,229

Part VI - Library and Study			Volumes	NASF per Volume	Total NASF
Total vol and vol-equivalents	24,018	First 150,000 Volumes:	24,018	0.10	2,402
Tot vols in compact shelving	0	Next 150,000 Volumes:	0	0.09	0
Cartographic collection	0	Next 300,000 Volumes:	0	0.08	0
Stu enroll, on ground (FTE)	1,175	Next 600,000 Volumes:	0	0.07	0
Stu enroll, online (FTE)	686	Next 1,200,000 Volumes:	0	0.06	0
		Next 2,400,000 Volumes:	0	0.05	0
		bove 4,800,000 Volumes:	0	0.04	0
		Compact Shelving	0	0.03	0
		Cartographic Collection	0	0.02	0
		NASF for Volumes:			2,402

Number of Library Tables, Carrels, and Groups		
	% of FTE Enrollment	Number of T, C, & Gs
On ground:	10.0%	118
Online:	5.0%	35
Total T, C, & Gs:		153

NASF for Library Tables, Carrels, Groups				
	% of T, C, & Gs	Number of T, C, & Gs	NASF per Station	Total NASF
% Standard:	45%	69	25	1,722
% Enhanced / Group:	25%	38	35	1,339
% Reserved / Assignable:	20%	31	35	1,071
% Group Study:	10%	15	35	536
NASF for Readers:				4,668

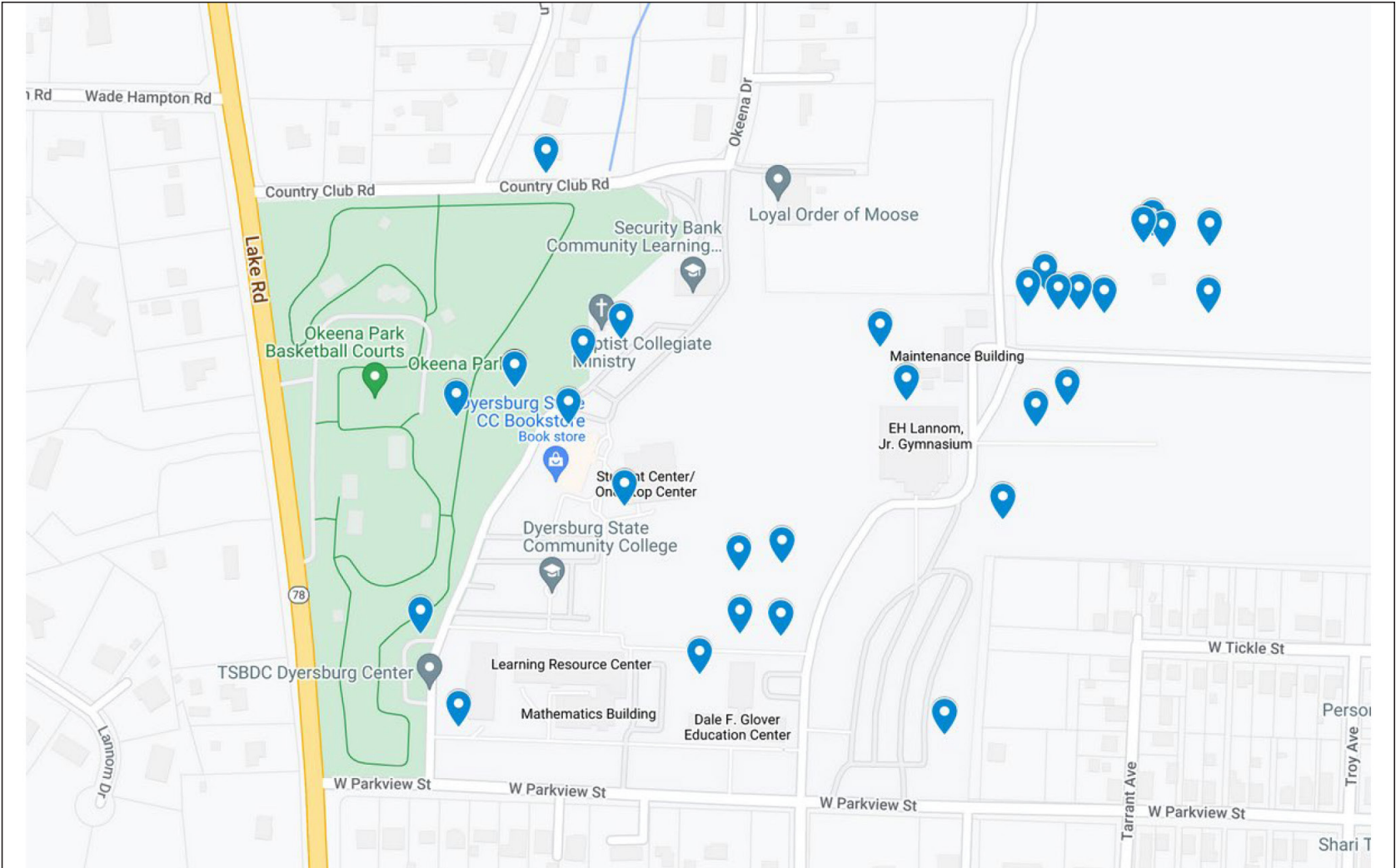
Space for Library Technical Services		
Sub-total Books and Reader Space:		7,070
Add'l NASF, % of Sub-total for Technical Services:	12.5%	884

Institution-wide Informal, Small Group, Collaboration Space		
NASF per Student on ground FTE:	2.5	2,939

Total Library and Study NASF:	10,893
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APPENDIX B – THE DYERSBURG ARBORETUM

An interactive arboretum map has been created to identify the many important trees on campus. Here is the link:
https://www.google.com/maps/d/edit?mid=1bzNzArUu9mLiv_Y7q9g4JKdbGHGYpo&usp=sharing



Dyersburg State Community College / CAMPUS MASTER PLAN

The Richard E. Donner Arboretum and Nature Trail was dedicated in 2001 and is situated in the coastal plain ecotype with loess soils, featuring forested hills and creek bottoms that host a variety of hardwoods, native shrubs, vines, grasses, and forbs. In 2002, an outdoor classroom was built on a forested part of the Dyersburg State Community College campus, thanks to donations from the Richard E. Donner estate. In 2003, with funding from the USDA and Tennessee Division of Forestry, 84 trees were planted on the DSCC campus to restore and maintain the native hardwood community that originally thrived along the bluffs of the Mississippi Delta in West Tennessee.

The Richard E. Donner Arboretum and Nature Trail is located on more than 103 acres of the DSCC campus in Dyersburg, Tennessee, where the focus is on student learning and improving the quality of higher education in northwest Tennessee. The arboretum's goal is to establish native tree species with their complementary understories, maintain them, and provide educational opportunities for DSCC students and the general public. The Level I arboretum features several walking trails, an outdoor classroom, and more than 40 tree species. Each tree is marked with a sign that can be scanned by a smartphone to learn more, offering a great way to combine technology, education, and nature into a rewarding learning experience.

The arboretum will be regularly maintained as needed by the DSCC maintenance department, biology instructor, and students. DSCC students can earn course credit by planting, mulching, clearing debris from trails, and performing other necessary tasks. DSCC has a horticulturalist, master gardener, and maintenance staff experienced in grounds and tree care, with equipment such as tractors, trailers, mowers, shovels, and wheelbarrows available for use. Personnel and students will follow the Best Management Practices for Pruning Landscape Trees, Shrubs, and Ground Covers published by the University of Tennessee Institute of Agriculture (copyright 2008). If trees require pruning, the DSCC Arboretum chairperson will obtain bids from licensed tree removal specialists. Additionally, the DSCC Arboretum Committee will meet regularly to address issues, problems, or hazards and work together to resolve these as they arise.

The arboretum is open daily during daylight hours. Guided tours will be offered on Earth Day, Arbor Day, and other special occasions as scheduled. For more information, call 731-286-3367 or visit us at www.dscc.edu.