Hillsborough Community College: Dale Mabry Campus

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Executive Summary

Purpose

In the fall of 2009, Hillsborough Community College (HCC) initiated an update of the Dale Mabry Campus Master Plan. This Executive Summary provides an overview of the master planning process, identifies future campus needs, and presents the conceptual master plan.

Planning Process

The master planning team has participated in an extensive planning process to understand existing conditions, identify future trends, and create alternative solutions to meet the anticipated needs. The Dale Mabry Campus Master Plan was created through the following processes.

A. Existing Conditions Documentation

The campus master plan update began with the collection and review of information relating to existing land uses, infrastructure availability, and physical environs. The conditions were summarized and included graphically with the document as well as digitally for campus personnel.

B. Environmental Scanning

Demographic and trends analyses were developed based upon on regional and statewide data for community colleges. Increasing regional population, increasing high school graduation rates and HCC’s enhanced recruitment strategies will continue to influence the future campus expansion needs. Based upon the environmental scan and the 2010 Educational Plant Survey, a five-year campus capital outlay full-time equivalent (COFTE) enrollment projection of 12,114 was identified and addressed during the design phase of the project. A ten-year projection was also developed using the historic growth trends for the college. This projection showed a total FTE of 17,020 by the year 2020. Both the five year and ten year projections are addressed in the physical master plan discussed in Section 4.0 of this report.

C. Campus Planning Team Participation

In November 2009, a workshop was held with the Dale Mabry Campus Planning Team to discuss existing conditions and to identify physical and programmatic needs to be addressed during the master plan update. The input received during this meeting was incorporated into the existing conditions analysis of this report, and was utilized during the development of the physical master plan.

In February 2010, a second meeting was held with the Campus Planning Team to discuss preliminary design concepts that had been developed. Input from this meeting was used to refine alternatives and a final master plan was developed.
D. Community Meeting

In March 2010, a presentation on the Dale Mabry Master Plan was given to the Drew Park CRA Citizens Advisory Committee (CAC). This meeting identified concerns to be addressed and opportunities to be explored. Input taken from the meeting was incorporated into the physical Master Plan, where feasible.

E. Master Plan Elements

The proposed physical campus master plan has been developed and includes the following major design considerations:

- Concentrate campus expansion with new academic buildings located close to the existing core campus, and surrounding campus greens to reinforce and define a traditional campus experience.
- Recognize that the existing multiple court Tennis Complex will be accommodated in the master plan.
- Recognize the attractiveness and importance of the Front Yard Parcel for public-private partnership opportunities, but reduce the overall acreage allocation.
- Utilize the W.T. Edwards Parcel for longer term campus expansion.
- Create east/west pedestrian connections from the core campus to the Hawks Landing residential development.
- Create an east/west on campus vehicle connection.
- Reconfigure surface parking for more efficiency, and develop garages as alternative funding is located.
- Identify opportunities to implement unifying urban design components throughout the campus.
1.0 Project Overview

1.1 Campus History

In 1955, the Florida Legislature organized the Community College Council to create a long-range plan for the development of community colleges in the state. The Council issued a report, The Community Junior College in Florida’s Future, which the 1957 Legislature accepted as the master plan for community colleges.

Hillsborough Junior College (HJC), which became the 27th educational institution to be organized under this master plan, got its start on October 4, 1967, when Governor Claude Kirk appointed a Junior College Advisory Committed to the Hillsborough County Board of Public Instruction. The first classes were held in the evenings at Hillsborough High School with a charter class of 1,625 students.

The 1971 Master Plan for the Hillsborough County Community College included both the Ybor City and Dale Mabry Campuses. The Master Plan organized campuses into Collegiums, each of which would contain all the necessary facilities for a given academic program. In 1971 the Dale Mabry Campus opened with fifteen temporary classrooms located on a large parcel adjacent to the airport. In 1973 construction began on the first of the permanent campus buildings, Collegium I. The campus continued to expand, and now consists of seven (7) main buildings.

1.2 Historic and Archeological Resources

The campus lies on what was once the southern portion of the property owned by the Southwest Florida Tuberculosis Sanitarium, which in later years was renamed the W.T. Edwards Tuberculosis Hospital. A recent historical analysis completed following the College’s purchase of the hospital buildings to the north, used the Florida Division of Historical Resources (FDHR) Florida Master Site File (FMSF) to determine if there were any known historic structures or archeological sites within one mile of the W.T. Edwards facility, and found no such sites. The report reviewed in detail each of the structures that constituted the hospital and concluded that although the age of many of the structures was over fifty (50) years, none of them included architectural design or construction elements that made them strong candidates for inclusion to the National Register of Historic Places. However, the study did recommend that as HCC creates plans for the utilization of the W.T. Edwards property, that it leaves historical markers and some fixtures on sight to commemorate the site’s former role.

1.3 Campus Location

The HCC Dale Mabry Campus is located in Section 9, Township 29, Range 18 of Hillsborough County, just east of the Tampa International Airport. It is within the City of Tampa and is bordered by Dale Mabry Highway to the east, Tampa Bay Boulevard to the south, Lois Avenue to west, and Dr. Martin Luther King Jr. Boulevard to the north.

Map 1-A Location Map
1.4 Vision and Mission of Hillsborough Community College

1.4.1 Vision

Hillsborough Community College will deliver education of the highest standards enabling a diverse community of lifelong learners to achieve their maximum potential in a global society.

1.4.2 Mission

Hillsborough Community College, a public, comprehensive institution of higher education, empowers students to excel through its superior teaching and service in an innovative learning environment.

1.4.3 Goals

Hillsborough Community College highly values the following core concepts:

1. Advance student success through a focus on the achievement of learning outcomes for all students with the active involvement of all employees.

2. Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.

3. Enhance access, flexibility and responsiveness to meet the changing educational needs of the students and the community.

4. Provide the necessary human, financial, physical, and technological resources to ensure a high quality learning environment and an efficient organization.

5. Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.

6. Continuously improve programs and services through a systematic and ongoing process of strategic planning, assessment, and review in which a “culture of evidence” guides our direction.
2.0 Analysis of Existing Campus Conditions

2.1 Academic Programs and Enrollment

Discussions were held with Dale Mabry Campus officials about their current academic programs, and the related need for space on the campus. The following section discusses the current programs in more detail, including a summary of space issues currently faced.

2.1.1 Academic Programs

A. Associate in Arts

The Associate in Arts (A.A.) degree is designed for students who wish to pursue a Bachelor’s degree at a four-year institution. The A.A. is a general education degree, and often allows the student the greatest freedom in choosing elective courses in pursuit of their degree. Upon completion of all program requirements, the A.A. degree allows a student to transfer as a junior to a four-year institution.

In addition to the Dale Mabry Campus offers the following Associate in Arts (A.A.) degrees offered in Mathematics, Sciences, Humanities, Liberal Arts, and other General Education programs.

The Dale Mabry Campus offers programs in:

- Foundation Studies in Architectural Design (FSAD)
- Engineering
- Computer Information Systems
- Computer Science (Engineering)
- Graphic Design
- Business Administration
- Communications
- Computer Information Systems
- Hospitality Administration Management
- Medical Sciences
- Music
- Pharmacy
- Education

B. Associate in Science and Associate in Applied Science

The Associate of Science (A.S.) degree is similar to the A.A. degree in that it will allow a student to transfer to a four-year institution that HCC has an articulation agreement with. However, the A.S. degree will provide students with the knowledge and skills that they need to enter the workforce immediately after earning this degree.

In addition to the general transfer degree, Dale Mabry offers intensive Associate of Applied Science (A.A.S.) degrees, awarded to students who complete a two-year curriculum designed for direct entry into the job market. The general education requirements for A.A.S. degrees are
typically between 15 and 19 credit hours, with total graduation requirements dependent upon state or program guidelines. After completion of the general education requirements, the remaining courses in an A.A.S. program focus on the areas of knowledge and acquisition of skills needed to enter the chosen occupational field.

The Dale Mabry Campus offers the following A.S. and A.A.S. degrees:

- Architectural Design and Construction Technology (ADCT)
- Computer Engineering Technology
- Computer Information Administrator
- Computer Programming
- Network Services Technology
- Multimedia Technology
- Internet Services Technology
- Digital Media/Multimedia Technology
- Business Administration
- Counseling and Human Services
- Dental Hygiene
- Emergency Medical Services
- Nuclear Medicine Technology
- Nursing
- Opticianary
- Optical Management Technology
- Radiation Therapy
- Radiography
- Respiratory Care
- Diagnostic Medical Sonography Technology
- Dietetic Technician
- Sign Language Interpretation
- Culinary Management
- Hospitality and Tourism Management
- Restaurant Management
- Database Technology
- Electronics Engineering Technology,
- Biomedical Equipment Engineering Technology
- Computer Engineering Technology

C. Applied Technology Diplomas and Advanced Technical Certificates

The Dale Mabry Campus also offers Applied Technology Diploma, Advanced Technical Certificate, Postsecondary Adult Vocational Certificate, and College Credit Certificate options for students who either wish to move directly into a professional position, or to provide opportunities to accelerate their professional development for those already working in the field. The list below includes those Diplomas and Certificates currently offered at the Dale Mabry Campus.
Applied Technology Diplomas
- Emergency Medical Technician
- Medical Records Transcription
- Family Health and Support Worker

Advanced Technical Certificates
- Perioperative Nursing

Postsecondary Adult Vocational Certificate
- Dental Assisting Certificate

College Credit Certificate
- Computer Information Technology
- Computer Programming
- Culinary Arts
- Internet Services Technology
- Multimedia Technology
- Networking Services Technology
- Digital Media/Multimedia
- Information Technology
- Electronics Technician
- Events Planning Management
- Eye Care Technician
- Food and Beverage Management
- Game Authoring
- AutoCAD Foundations
- Cisco CCNA
- Drafting
- Medical Office Management
- Medical Office Specialist
- Microcomputer Repairer/Installer
- Microsoft Certified Database Administrator
- Microsoft Certified Database Solution Developer
- Network Communications
- Office Administration Specialist
- Office Software Applications Specialist
- Office Software Applications Support
- Ophthalmic Lab Technician
- Oracle Certified Database Administrator
- Oracle Certified Database Developer
- Paramedic Program
- Radiation Therapy Specialist
- Software Applications Management
- Wireless Communications

2.1.2 Enrollment

The 2009 Factbook created by the HCC Institutional Research Group includes detailed information on enrollment over the last five years. This information is included in Table 2.1.a below and tracks headcount enrollment for the College. Table 2.1.b below illustrates the full time equivalent trends over the last five years.

As table 2.1.a illustrates, the overall headcount has grown slowly since the 2004-2005 academic year. Discussions with campus administration confirm that the increase in FTE and student enrollment has been significant in recent years. In addition, enrollments are expected to spike further in the short term as continued poor economic conditions and a lack of available employment opportunities will continue to increase the number of students.
2.2 Existing Community Context

The area immediately surrounding the Dale Mabry Campus contains a diverse mix of uses and facilities representative of the past and future of the City of Tampa, and the Bay Area Region as a whole. It is adjacent to world-class athletic facilities used by the New York Yankees, Tampa Bay Rowdies, and Tampa Bay Buccaneers, as well as by Tampa International Airport (TIA), which is recognized as one of the finest airports in the country. The greater Westshore Business District to the southeast of TIA is home to Florida’s largest office cluster with over eleven (11) million square feet of office space, as well as two major malls, restaurants, and residential areas.

It is this mix of dynamic uses surrounding the campus that make the future of Dale Mabry bright. It is at the center of one of the most exciting and important locations in the Tampa Bay region, and is in a position to foster relationships with the surrounding community that will ensure its continued development. In the following sections, an overview of some of the major surrounding uses will be given, followed by a discussion of the regulatory framework in place to govern land use on the campus.

Figure 2.2.a: The area surrounding the Dale Mabry campus contains a diverse mix of uses and facilities.
2.2.1 Surrounding Major Uses

The Dale Mabry Campus is situated on approximately 108 acres at the corner of Dale Mabry Highway and Tampa Bay Boulevard, in the urban community of Drew Park, in Tampa, Florida. The campus is generally defined by the area between Dale Mabry Highway on the east, Tampa Bay Boulevard on the south, North Lois Avenue on the west and Dr. Martin Luther King Jr. Boulevard on the north. Properties within this area not owned by the College are the Steinbrenner Field (formerly Legends Field) parcel owned by the New York Yankees at the northeast corner; a parcel on the west boundary owned by the State of Florida Health and Rehabilitative Services and occupied by the State of Florida Department of Law Enforcement; a parcel at the northwest corner owned by the State of Florida Health and Rehabilitative Services and occupied by the Florida Department of Highway Safety and Motor Vehicles; and two parcels on the north boundary owned by the State of Florida Health and Rehabilitative Services and occupied by the Department of Juvenile Justice. See Map 2-A Surrounding Area Map.

A. Tampa International Airport

Tampa International Airport (TIA), which is maintained and governed by the Hillsborough County Aviation Authority, is widely considered one of the world’s premier airports. It is located both to the west and south of the Drew Park community and the Dale Mabry Campus. Currently, TIA owns approximately 3,100 acres of land, and serves over eighteen (18) million passengers a year.

The Eastside Development Area has experienced increased activity in the past few years. In 1988, the Aviation Authority announced a plan to acquire approximately 206 acres in the Drew Park community immediately adjacent to the Airport. Newly constructed facilities include Ground Support Equipment (GSE) and Cargo Services buildings, totaling more than 100,000 square feet for a variety of cargo-related uses. In August 2009, TIA and the City of Tampa completed a $21 million investment in realigning and upgrading Air Cargo Road. This 1.4 mile segment connects Ohio Avenue to Hillsborough Avenue through Drew Park, on the west side of the Dale Mabry Campus. This is another project moving TIA towards its 2005 Master Plan goal of developing a new North Terminal complex.

B. Raymond James Stadium and One Buccaneer Place

Raymond James Stadium seats 65,657 fans, and is home of the National Football League’s (NFL) Tampa Bay Buccaneers, and the University of South Florida Bulls football team. It is located immediately to the east of the Campus, across Dale Mabry Highway. The stadium was constructed in 1998, just south of the former stadium, and is considered throughout the league as one of the most fan-friendly facilities in the NFL. On February 1, 2009, the City of Tampa hosted the 2009 NFL Super Bowl in the stadium, which was the fourth time the event has been held in the city, and the second at Raymond James Stadium. It also hosts occasional concerts and other special events throughout the year.

One Buccaneer Place opened in August 2006 as the new team headquarters for the Buccaneers, and is the largest in the NFL. It is a 145,000 square foot facility on thirty-three (33) acres, directly northeast of the stadium. It is located on the site of the former Tampa Bay Center Mall,
an 895,000 square foot facility that closed in 2001 as a result of competition from Westshore, International, and Citrus Park malls.

C. **Steinbrenner Field (formerly Legends Field)**

The Steinbrenner Field Complex is located to the northeast of the Dale Mabry Campus, bordered by Dr. Martin Luther King Jr. Boulevard to the north and Dale Mabry Highway to the east. It serves as the Spring Training home of the New York Yankees, as well as the home stadium for the Class-A Tampa Yankees, the HCC Hawks Baseball team, and the Tampa Bay Rowdies. It is also host to numerous other special events, including concerts, Florida state high school championships, and preliminary Olympic baseball activities. The facility is approximately thirty-one (31) acres, and can accommodate over 11,000 spectators.

D. **Department of Juvenile Justice**  
**Hillsborough Regional Juvenile Detention Center, West**

This Department of Juvenile Justice facility is located on Dr. Martin Luther King Jr. Boulevard, on the west side of the Legends Field facility, and is part of the State of Florida Health and Rehabilitative Services ownership parcel. The Juvenile Justice facility has ninety-three (93) beds used for short-term detentions with an average stay of twelve (12) days.

E. **Florida Department of Highway Safety and Motor Vehicles (DHSMV)**

The Florida Department of Highway Safety and Motor Vehicles is located at the southeast corner of Dr. Martin Luther King Jr. Boulevard and North Lois Avenue. The facility is a large Driver’s License center that includes a test track.

F. **Florida Department of Law Enforcement (FDLE) Tampa Regional Crime Laboratory**

The Florida Department of Law Enforcement’s (FDLE) Tampa Regional Crime Laboratory is a state-of-the-art facility located on North Lois Avenue, just south of the DHSMV facility and north and west of the Dale Mabry Campus. It is one of seven such labs maintained by FDLE in the state.

G. **Al Lopez Park**

Al Lopez Park is approximately 126 acres in size. It is located east of Dale Mabry Highway and is bordered by Dr. Martin Luther King Jr. Boulevard to the south, Hillsborough Avenue to the north, and Himes Avenue to the east. The Richard and Annette Bloch Cancer Survivors Plaza is located at this park, as well as two ponds, one of which is open for fishing.

H. **Drew Park Community Redevelopment Area (CRA)**

Established in March 2004, the Drew Park Community Redevelopment Area (CRA) consists of approximately 651 acres, and includes the Dale Mabry Campus. The area was originally a residential and commercial settlement adjacent to Dale Mabry Field, which was a major training
ground during World War II. During that time, the area reached its highest population of around 25,000.

The existing conditions within the CRA are varied, with the predominance of redevelopment currently taking place along the major arterial roads at the periphery. The area is largely made up of commercial uses, and its future is largely considered to be in the major surrounding uses. However, there remains a small residential core within the CRA, which is immediately adjacent to the Dale Mabry Campus. The CRA Plan specifically outlines a desire to keep this area residential, protecting it from acquisition and redevelopment by any of its larger neighbors.

The CRA Plan “commits to the continuation and protection of this area, which has the potential to become an important residential component of a more modern Drew Park in the future, and providing living quarters in close proximity to a great many more students, faculty, and workers than even exist in the area today” (City of Tampa, 18). In a broader sense, the Plan envisions the CRA area to continue to be a diverse, albeit better designed mix of residential, commercial and light industrial uses, optimizing proximity to TIA, the College and I-275.

2.2.2 Regulatory Issues

The land use regulations currently in place on the Dale Mabry Campus are reflective of the campus’ location and surrounding uses, as well as the status of the campus as a public institution. Both the Zoning and Future Land Use designations allow for a large degree of flexibility in development, and allow the campus to redevelop with a more urban character with higher densities.

2.2.2.1 Jurisdiction

The Dale Mabry Campus is located within the City of Tampa. The City’s Land Development Coordination office oversees the Zoning of the property, and the joint Hillsborough City-County Planning Commission regulates Future Land Use.

2.2.2.2 Zoning

On June 9, 2005, HCC successfully rezoned the former Borden Parcel (now the location of Hawk’s Landing) from Industrial General (IG) to Commercial Intensive (CI). With this rezoning, the entire Dale Mabry Campus is zoned CI. This Zoning District allows for intense commercial development and multi-family residential. Specific regulations relating to area, height, and placement are as follows:

- **Commercial Intensive (CI)** –
  
  - Minimum Setbacks: 10 feet
  - Minimum Lot Size: 10,000 square feet
  - Maximum Floor Area Ratio (FAR): 1.0 (1.5 permitted if 50% of off-street parking is within the principle structure)
6. Places of assembly in the CG & CI districts may exceed the maximum permitted height provided that for every one (1) foot of height above forty-five (45) feet, all required yards shall be increased by one (1) foot.

7. The higher applies when fifty (50) percent of required off-street parking is provided within principal structure.

8. The structural edge of the vehicular entrance to the garage, carport or any vehicular storage area must be setback a minimum of eighteen (18) feet from the property line located adjacent to a street for a one-vehicle storage area and ten (10) feet for a two- or more vehicle storage area, provided that the visibility standards of section 27-240 are met. Alternative setbacks may be considered by the zoning administrator, or designee, for those structures that access alleys.

13. Section 27-130, Buffers and screening may require additional setback for required buffer area.

14. The zoning administrator may approve a reduction or waiver of the required front yard or corner yard setback when the historical pattern of development on the subject block face is less than the current requirement. For properties in a National or Local Historic District or historic conservation overlay district, the zoning administrator shall consult with the appropriate historic district administrator to determine the appropriate front yard or corner yard setback for a parcel. Consideration shall be given to the existing setbacks on the blocks immediately adjacent to the subject property. At no time may the reduction or waiver exceed the average front setback of the two (2) adjacent properties. It will be the responsibility of the party requesting the waiver to provide a survey that identifies the existing setbacks on the adjacent properties. For the replacement of structures on properties located in a National or Local Historic District or historic conservation overlay district, the zoning administrator, after consultation with the appropriate historic district administrator, may approve a reduction or waiver of the required yard setbacks for a principal or accessory structure when such structures are being placed on the subject lot in conformity with the historical and precedent patterns of building setbacks for other similarly situated properties, and only when such replacement structures are being placed on the same building footprint and retain the same residential density or commercial intensity as the original structures.

The HCC Dale Mabry Campus is also located within the Westshore Commercial Overlay District, which is designed to improve the public realm and mitigate the impacts of new buildings on existing residential areas. The requirements are focused on commercial properties, and therefore some of the provisions are not applicable to the HCC Dale Mabry Campus. However, the College should coordinate with the City of Tampa to determine how best to meet the intent of the Overlay.

### 2.2.2.3 Future Land Use

A Comprehensive Plan Amendment for the Borden Parcel was approved in September 2005, which changed the land use from Light Industrial (LI) to Major Public/Semi-Public (P/SP). The entire Dale Mabry campus acreage is now identified as:

- Public/Semi-Public (P/SP) –

This designation is used to designate areas where large institutional uses currently exist. It allows for all uses related to such institutions, including commercial and residential uses. There are no specific FAR requirements related to this Future Land Use Designation.
2.2.2.4 Urban Service Area

The Dale Mabry Campus is located within the Urban Service Area, which was established in 1993 by the Hillsborough Board of County Commissioners. This boundary is designed to direct capital spending by local government, and to encourage a higher-density land use pattern that will allow for the more efficient and affordable provision of public services (such as utilities, transit, and schools).

2.2.2.5 Environmental

There are some environmental features on the site, especially on the Front Yard Parcel. These features predominately include some small wetlands and cypress hammocks. In January 2005, the Hillsborough County Environmental Protection Commission approved the wetland surveys completed in 2004. These surveys will remain in effect for five years following approval, and any development must occur outside of the required thirty (30) foot setbacks as measured from the wetland survey, or be reviewed, permitted, and mitigated for by the reviewing agency.

2.2.2.6 Lease Agreements

The existing campus use is affected by previous lease agreements. The following agreements have been identified:

- Tampa Sports Authority (TSA) – On an annual basis, the Campus enters into agreement with the TSA for parking during the football and event season.

- Cell Tower – Within the current Dale Mabry Campus boundaries there is a cell phone tower, which is currently permitted under a lease agreement with Sprint. The Campus receives income from this agreement.

- Steinbrenner Field – The New York Yankees currently lease land adjacent to the stadium for use as game day parking. HCC has an agreement that allows students to utilize the parking.

2.2.2.7 Florida Statute Requirements

Section 1013.31 of the Florida Statutes requires that an Educational Plant Survey be completed at least every five years to be used in formulating plans for housing of future educational programs. The only means by which PECO funding can be received by a community college is if the funding requested correlates to a project or projects outlined in the Educational Plant Survey.
2.3 Campus Organization and Character

2.3.1 Campus Plan

The Dale Mabry Campus consists of approximately 107.64 acres. This total includes the 16.78-acre Front Yard Parcel, the 9.64-acre Tennis Complex, the 25.93-acre W.T. Edwards Parcel and the 7.38-acre Borden Parcel to the west of Lois Avenue that was developed as Hawks Landing, a student housing development for the campus.

2.3.2 Existing Buildings

The first Dale Mabry Campus master plan was developed in 1971. The master plan described the need for seven buildings. At the time of this writing, all seven of the buildings described in the original master plan have been constructed. Currently, the Dale Mabry Campus is comprised of the following seven (7) primary buildings:

- Building 101 - Social Sciences Building
- Building 102 - Humanities Building
- Building 103 - Gymnasium Building
- Building 105 - Library/Learning Resources Center
- Building 106 - Technology Laboratories Building
- Building 113 - Student Services Center
- Building 114 - Sciences and Laboratory Building

The Social Sciences Building remodeled in 2000, is a three-story structure containing 92,344 gross square feet of conditioned space. The space is configured into classrooms that support instruction in history, social sciences, mathematics, English for Academic Purposes, and foreign languages. In addition, the building supports an International Business Center, a Business Computations and Analysis Center, Student Support Services, a student lounge, and the campus book and convenience stores. Faculty and staff offices are also located in this building.

The Humanities Building, remodeled in 1999, is three-story structure containing 65,382 gross square feet of conditioned space. The space is configured into classrooms that support humanities, English, speech, social science, history, and education instruction, as well as in laboratories that support instruction in college preparatory mathematics, reading, and writing, and in art. In addition, the building supports a commercial-grade kitchen and Gourmet Room in support of the Hospitality Management and Culinary Management Programs. Faculty and staff offices are also located in this building.
The Gymnasium Building is a two-story structure containing 40,099 gross square feet of conditioned space. The space is configured into a 17,664 square foot gymnasium with retractable bleacher seating for 1,200 spectators, overlooking press box, exercise rooms, locker rooms, concession rooms and several general purpose classrooms. Faculty and staff offices are also located in this building.

The Library/Learning Resources Center, remodeled in 2001, is now a state-of-the-art collegiate Library within a three-story structure containing 59,616 gross square feet of conditioned space. The second and third floors are configured to support text collections, including circulating and reference books, current periodicals, back files, indexes, and audiovisual programs. In addition, the building supports two areas of student academic support, known as the Learning Commons. The 3rd floor Learning Commons location focuses on writing while the 2nd floor Learning Commons location provides a broader tutorial support for DM students. The first floor is configured to support the campus copy center, the Campus mailroom, and several general purpose classrooms. Faculty and staff offices are also included in this building.

The Technology Laboratories Building is a four-story structure containing 134,363 gross square feet of conditioned space. The space is configured into classrooms and laboratories that support programs in the health and computer sciences, as well as in electronics engineering and architectural design and construction technology. Faculty and staff offices are also included in this building.

The Student Services Center is a two-story structure containing 63,070 gross square feet of conditioned space. The space is configured to support the student service functions of admissions, registration and records, bursar, financial aid, advising and counseling, testing, disabilities services, orientation, tutoring and career planning and placement. In addition, the building supports a 632-seat auditorium, three meeting rooms with interposing retractable walls, the campus security office, and campus cafeteria. Faculty and staff offices are also located in this building.
The Sciences and Laboratory Building, completed in 1999, is the newest facility on the Dale Mabry Campus. It is a two-story structure containing 83,146 gross square feet of conditioned space. The space is configured into classrooms and laboratories that support biology, chemistry, physics, earth sciences, and computer science instruction. Each group of laboratories is connected to a biological or chemical materials storage and preparation room. In addition, the building supports a state-of-the-art distance learning, interactive classroom that permits web course instruction, and interactive video conferencing. Faculty and staff offices are also located in this building.

In support of the Associate of Science Degree Program in Early Childhood Development (ECD), sponsored by the Ybor City Campus of HCC, the Dale Mabry Campus serves as a site for an Early Childhood Development Laboratory. This laboratory functions as a childcare center, in which students of the ECD program gain practical experience in the provision of childcare services to the children of HCC students, faculty and staff, while under the supervision of credentialed childcare professionals. In addition to providing students of the ECD program with practical childcare experience, and providing HCC students, faculty and staff with childcare services, this laboratory serves as an enrollment incentive to students who require childcare services in order to attend classes. The Early Childhood Development Laboratory consists of free-standing modular buildings, situated on campus property.

In addition to these primary buildings, the Dale Mabry Campus supports a Physical Plant Building. According to the 2010 Educational Plant Survey, the Dale Mabry Campus contains a gross 518,970 square feet.

Tennis Complex – The Tennis Complex is located in the northeast quadrant of campus, and contains 26 courts, including clay and hard courts. In 2005, the City of Tampa relinquished control and operation of the facility to HCC. The College has undertaken a Phase I renovation to resurface many of the courts. The Tennis Complex has a building on site that includes a reception area, offices, showers and locker facilities.
Hillsborough Community College: Dale Mabry Campus

2.3.3 Recreation and Open Space

The large green space adjacent to Dale Mabry Highway remains undeveloped to create a public recreation and athletic area. This area contains cypress hammocks. Another recreational space on the campus is the Tennis Complex, which includes lighted facilities, and is open to both students and the general public.

2.3.4 Safety and Security

Interviews with campus security personnel did not identify significant safety or security issues. However, the opening of the Hawks Landing apartment complex has created some concerns regarding security after hours. Fortified fences and gates, access identification devices and additional surveillance cameras were installed at Hawk’s Landing. Additional security personnel were hired for the evening and early morning hours.

Pedestrian safety was also identified as a concern within the campus itself. There are areas within the campus where sidewalks and plazas are in poor condition and need to be addressed to minimize the ongoing likelihood of injuries due to falls.

The City of Tampa Police Department tracks criminal activity using a grid system, which breaks the City into 205 grid blocks. The Department reports activity on a monthly and annual basis, and provides summary statistics from the Uniform Crime Reporting (UCR) Program, which is used to track criminal activity across the country. Crimes are categorized in Part I and Part II types, with Part I crimes being the most serious types.

The Dale Mabry Campus lies within Grid # 89, which includes the area bordered by Dr. Martin Luther King Jr. Boulevard on the north, Tampa Bay Boulevard on the south, Dale Mabry Highway to the east, and Westshore Boulevard to the west. Geographically, this area includes the Dale Mabry Campus and surrounding neighborhoods. The table below summarizes both Part I and Part II crimes reported within this area from 2005-2008. While the number of crimes reported is down significantly from the start of the decade, there has been a slight increase in
the number of crimes reported recently. Most often reported crime of the Part I type was Larceny - From Vehicle, and of the Part II type was Simple Assault.

<table>
<thead>
<tr>
<th>Category</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>68</td>
<td>40</td>
<td>45</td>
<td>62</td>
</tr>
<tr>
<td>Part II</td>
<td>46</td>
<td>84</td>
<td>53</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: City of Tampa Police

The City of Tampa Police Department has trained staff in Crime Prevention Through Environmental Design (CPTED) who currently review site plans within the Westshore Business District, the East Tampa Mixed-Use Overlay District, the West Tampa Overlay District, and the City of Tampa Greenways and Trails Project. While this is not a requirement within the Dale Mabry Campus, HCC should consider utilizing Crime Prevention Through Environmental Design for any future new construction and retrofitting of facilities.

### 2.4 Existing Infrastructure

This section covers the transportation system on and off the Dale Mabry Campus, as well as current infrastructure related to stormwater, sanitary sewer, potable water, chilled water, and communications. Much of the information relating to these components has been retrieved from the Dale Mabry Campus Master Plan completed in the year 2005.

#### 2.4.1 Parking/Circulation

The Dale Mabry Campus remains primarily a commuter campus at this time. With the exception of the Hawks Landing Apartments to the southwest, as well as single-family housing located in the adjacent Drew Park neighborhood, residential uses with pedestrian accessibility to campus are limited. The following section summarizes the current status of all transportation infrastructure both on campus, and in the immediate surrounding area. It covers several different modes of travel including automobile, public transit, and pedestrian traffic.

##### 2.4.1.1 Adjacent Roadways Level of Service (LOS)

The Dale Mabry Campus has four peripheral roads: Dale Mabry Highway, Tampa Bay Boulevard, Lois Avenue, and Dr. Martin Luther King Jr. Boulevard. Currently the City of Tampa keeps traffic count and Level of Service (LOS) information on the following roads:

- Dale Mabry Highway (Tampa Bay Blvd. to Dr. MLK Jr. Blvd.) – LOS “C”
- Tampa Bay Boulevard (Lois Ave. to Dale Mabry Hwy.) – LOS “C”
- Dr. Martin Luther King Jr. Boulevard (Lois Ave. to Dale Mabry Hwy.) – LOS “C”
- Lois Avenue (Tampa Bay Blvd. to Dr. MLK Jr. Blvd.) – LOS “A”

There are currently no plans for widening any of these roadway facilities. Intersection improvements were recently made at the intersection of Lois Avenue and Tampa Bay
Boulevard, with a traffic circle installed to increase pedestrian safety and allow for better traffic flow.

2.4.1.2 Internal Vehicular Circulation

Internal vehicular circulation is largely dictated by the availability of parking, and the access points into campus from the peripheral roads. There are nine (9) access points into campus. These include one (1) along Dale Mabry Highway, four (4) on Tampa Bay Boulevard, three (3) on Lois Avenue, and the newest one (1) on Dr. Martin Luther King Jr. Boulevard - a result of the acquisition of the W. T. Edwards Parcel. The primary entrance is on Tampa Bay Boulevard, which has a traffic signal.

2.4.1.3 Parking

Because the Dale Mabry Campus is primarily a commuter campus, large amounts of land have been allocated to serve the vehicle parking needs of the student body. The campus academic core is nearly surrounded by surface parking lots, which provide easy access to any of the major buildings. In all, there are 3,136 parking spaces on the campus, including those that were constructed in the Hawks Landing Apartment Complex, and the new parking lot constructed on the former W.T. Edwards site. The tables below summarize their distribution.

<table>
<thead>
<tr>
<th>Table: 2.4.a Parking Space Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Space Type</td>
<td>Number of Spaces</td>
</tr>
<tr>
<td>Regular</td>
<td>2,561</td>
</tr>
<tr>
<td>Staff and Faculty</td>
<td>251</td>
</tr>
<tr>
<td>ADA</td>
<td>67</td>
</tr>
<tr>
<td>Visitor/vendor</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,908</strong></td>
</tr>
</tbody>
</table>

Source: HCC Facilities & WilsonMiller

<table>
<thead>
<tr>
<th>Table: 2.4.b Hawks Landing Parking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Space Type</td>
<td>Number of Spaces</td>
</tr>
<tr>
<td>Regular</td>
<td>408</td>
</tr>
<tr>
<td>ADA</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>418</strong></td>
</tr>
</tbody>
</table>

Source: WilsonMiller
2.4.1.4 Transit

The Hillsborough Area Regional Transit (HART) bus system currently has one bus route that serves the Dale Mabry Campus. Route #7 Citrus Park to Downtown has 2 stops near the Dale Mabry campus: one stop located on Lois Avenue at Hillsborough Avenue, and one stop at the West Tampa Transfer Center on Himes Avenue at Dr. Martin Luther King Jr. Boulevard. This route runs from Henderson Road and Gunn Highway, to the Dale Mabry Campus, to the West Tampa Transfer Center, to the Marion Transit Center in Downtown Tampa. The Marion Transit Center serves as a hub for 30 local and express bus routes. The West Tampa Transfer Center serves as a hub for 5 local bus routes. During the week, Route #7 runs from 5:00 a.m. until 10:00 p.m. on 30-minute headways. On weekends, it runs from 6:30 a.m. until 8:30 p.m. on one-hour headways.

2.4.1.5 Pedestrian Facilities/Links

Pedestrian connections within the core campus are good, with walkways located between buildings on both the first and second floors. This interior network allows for easy movement between classes. There is also a newly installed crosswalk across Lois Avenue that connects the Hawks Landing Apartments to the main campus. However, the layout of the current classroom buildings and the lack of a sidewalk network throughout much of the property inhibit easy connections to other parts of campus, and adjacent amenities such as Tennis Complex. As a result, there is little pedestrian activity outside the central classroom buildings, with the exception of movement to and from parked vehicles.

See Map 2-C for the Existing Conditions Parking/Circulation.

2.4.2 Stormwater

Three drainage sub-basins exist within the Dale Mabry Campus. A Florida Department of Transportation roadside swale system is the point of discharge for the campus' east basin. The west basin, which is mostly parking, including the recently completed parking expansion on the former W.T. Edwards parcel, discharges into a City of Tampa swale system that runs parallel to Lois Avenue. The south basin, which includes most of the campus buildings, discharges towards the south into a swale system paralleling Tampa Bay Boulevard. In addition, two wetland areas are located within the campus. They were artificially created and were permitted by the Southwest Florida Water Management District. These wetlands may also be integrated into future stormwater detention areas, and could be developed to further enhance the visual buffer from Dale Mabry Highway.

See Map 2-D for the Existing Conditions Stormwater system.
2.4.3 Sanitary Sewer

A pump station near the northeastern corner of the campus serves the existing Tennis Complex. This discharges into a gravity served manhole located to the northeast of the existing gymnasium and library. This manhole is part of a larger gravity sewer system providing conveyance of wastewater towards the west. This gravity system terminates at a manhole located near the campus entrance on Lois Avenue. This manhole, in turn, discharges into the City of Tampa sanitary sewer system paralleling Lois Avenue. The nearby Hawk Landing student housing complex contains an 8” PVC gravity sewer system that discharges into an existing City of Tampa 8” Vitrified clay pipe (V.C.P.) along the center of West Woodlawn Avenue.

See Map 2-E for the Existing Conditions Sanitary Sewer system.

2.4.4 Water Infrastructure

Water service is provided via a six-inch water main and sixteen inch water main running parallel to Tampa Bay Boulevard. An in-line booster pump is currently being utilized to maintain adequate water pressure throughout the system. Further study of this system may be warranted to insure adequate pressure within the multi-story buildings. The nearby Hawk Landing student housing complex contains a 2” domestic water meter, a 1” irrigation meter and double detector check valve assembly that are tapped into an existing City of Tampa 6” water main along West Woodlawn Avenue. The complex has a fire line and a domestic water line, servicing the building s, maintained by HCC, but does not have reclaimed water service at this time.

See Map 2-F for the Existing Conditions Water Infrastructure.

2.4.5 Chilled Water

The Dale Mabry Campus utilizes an existing centralized chilled water distribution system to provide air conditioning to the facilities. This system utilizes a primary/secondary pumping systems scheme with the secondary systems having the water flow vary in response to the campus load, which saves energy. Chilled water does not service the Hawk Landing on-site student housing at this time.

The existing plant consists of two 900-ton Trane centrifugal chillers totaling 1800-tons. There are three 900-ton cooling towers with one currently acting as a standby. The existing plant is maximized currently having no additional space to add additional equipment; however, the plant primary pumping loop was designed for expansion from 1800 to 3600-tons by adding a mirror building to the west.

Campus personnel currently estimate that the facility currently that there is approximately 5% capacity remaining (80 to 100-tons).

2.4.6 Telecommunications

On the Dale Mabry Campus, data is distributed between the Main Campus telecommunications room and other buildings via fiber optics. The voice infrastructure is distributed via copper
cable. Preliminary staff observations were that there is currently little capacity for data in campus main telecommunications room for future expansion, and there are very few data ports available in most of the buildings located away from the core campus. The campus voice infrastructure, on the other hand, has plenty capacity for expansion.
EXISTING CONDITIONS
STORMWATER

LEGEND

- CAMPUS AREA
- BUILDINGS
- STORMWATER PONDS
- TENNIS FACILITY
- STORMWATER PIPING
- CATCH BASIN

BUILDING KEY

101- DSSC, SOCIAL SCIENCES
102- DHUM, HUMANITIES
103- DGYM, GYMNASIUM
105- DLRC, LEARNING RESOURCES CENTER
106- DTEC, TECHNOLOGY BUILDING
113- DSTU, STUDENT SERVICES CENTER
114- DSCS, SCIENCE
115- PHYSICAL PLANT
116- FLAMMABLE STORAGE
119- CHILD CARE CENTER
120- RECEIVING BUILDING
1051- DENTAL CLINIC LAB
1052- TENNIS COMPLEX
1055- RAQUETBALL COURT
1056- TENNIS COURTS
3.0 Future Campus Requirements

3.1 Introduction

Solid campus master planning practices begin with an understanding of what is taking place outside of the college (environmental scanning) as well a review of existing conditions. For community colleges, changes in demography, in terms of quantity and diversity, will assist the College in setting realistic enrollment projections and determining the future composition of the student body. Determining which occupations will be in demand in the future allows the master planning team to quantify the need for additional classrooms, laboratories, offices, and other instructional spaces.

The main objective of this section of the report is to summarize the results of the environmental scan for Hillsborough County and the surrounding area, including demographic, economic and workforce data gathered by the consultant as well as work sessions with HCC representatives. Second, this section will summarize enrollment projections, site capacity and issues to be addressed during master planning implementation.

3.2 Environmental Scanning Introduction and Methodology

Environmental scanning is an external analysis that focuses on scanning, monitoring, forecasting, and assessing the external environment. The goal of this process is to alert constituents within the institution to potentially significant external changes so they can be proactive in decision making for new programs and facilities. This scan focused on securing information in support of growth of the Dale Mabry Campus and the HCC System as a whole.

3.3 Demographic Analysis

Based on 2000 Census data, Hillsborough County is expected to increase in population and ethnic diversity. Based on the 2009 HCC Factbook, the vast majority of those students enrolled at the Dale Mabry Campus are from Hillsborough County (82.3%). The next largest contributor is Pasco County (6.8%). The remaining student population comes from a variety of other locations within the region with approximately 94% coming from Hillsborough and its surrounding Counties (Polk, Pasco, Pinellas, and Manatee). See Section 3.7 for zip code analysis of student origin locations.

3.3.1 Demographic Population Projections

Detailed demographic for Hillsborough County are noted in Table 3.3.b below. The long-term forecast for Hillsborough County predicts steady growth in the population and in jobs. The population projection data was obtained from the Hillsborough County City-County Planning Commission and...
represents the best available data for the area of study.

The growth rate is not consistent across the county. Unincorporated Hillsborough County is expected to sustain steady growth over the next 20 years. As noted in the table, the City of Tampa experienced the smallest percentage of growth in the county. The majority of population growth from 1990 to 2003 occurred in New Tampa, a fast-growing collection of master-planned communities located 15 miles northeast of downtown Tampa. Of the total population in the City of Tampa in 2000, 19.3 percent were of Hispanic origin while African-Americans accounted for 26.1 percent of the City of Tampa’s 2008 population.

![Figure 3.3.a](image)

<table>
<thead>
<tr>
<th>Municipality</th>
<th>2000</th>
<th>2004</th>
<th>2015</th>
<th>2025</th>
<th>Change</th>
<th>AAAC</th>
<th>AAPC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tampa</td>
<td>303,447</td>
<td>327,220</td>
<td>376,040</td>
<td>425,900</td>
<td>98,680</td>
<td>4,699</td>
<td>1.26%</td>
</tr>
<tr>
<td>Plant City</td>
<td>29,915</td>
<td>32,480</td>
<td>39,980</td>
<td>43,750</td>
<td>11,270</td>
<td>537</td>
<td>1.43%</td>
</tr>
<tr>
<td>Temple Terrace</td>
<td>20,918</td>
<td>21,830</td>
<td>26,650</td>
<td>29,400</td>
<td>7,570</td>
<td>360</td>
<td>1.43%</td>
</tr>
<tr>
<td>Unincorp. County</td>
<td>644,668</td>
<td>734,430</td>
<td>889,830</td>
<td>1,032,950</td>
<td>298,520</td>
<td>14,215</td>
<td>1.64%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>998,948</td>
<td>1,115,960</td>
<td>1,332,500</td>
<td>1,532,000</td>
<td>416,040</td>
<td>19,811</td>
<td>1.52%</td>
</tr>
</tbody>
</table>

Table 3.3.a: Hillsborough County: Population Estimates and Projections

Note: AAAC – Average Annual Absolute Change
      AAPC – Average Annual Percentage Change

        2004 Population and Housing Estimates by Jurisdiction and Census Tract, August 2004
        Hillsborough County City-County Planning Commission

Hillsborough County reported relatively similar population growth to that in Florida, and both grew faster than the nation as a whole, during the period between 1990 and 2008. Hillsborough County’s population grew by 42 percent as well as that of the state. In addition, Tampa Bay
region also has a similarly aged population in comparison to the rest of the state. Tampa Bay region’s median age in 2008 was 40.9 years while the State’s median age was just slightly lower at 40.1 years. In 2008, 20.5 percent of the region’s population and 20.2 percent of Florida’s population was 62 years old or older. This suggests that occupation demand will be in health related occupations and credit programs will need to continue the focus on adult training and career skill building.

According to the 2000 U.S. Census over 500,000 people migrated to Hillsborough County during the previous decade. Domestic migration accounted for 56 percent of this change – people moving from house to house but staying within the same geographic area. 37,652 people or 7.5 percent migrated from abroad which includes foreign countries as well as Puerto Rico, U.S. Island Areas, and U.S. minor outlying islands.

Based on the 2000 Census and the 2008 American Community Survey, the Hispanic population in Hillsborough County grew by 45 percent between 2000 and 2008. The African American population has grown from a population of 149,423 in 2000 to 184,881 in 2008; a 24 percent increase. The Census uses a diversity index to report the percentage of times two randomly selected people would differ by race/ethnicity. In 2000, the Census reported that Hillsborough County had a diversity index of 55 percent; an 11 percent increase from 1990.

Given increases in international migration and large increases in underserved students from Hispanic and African American populations, HCC will continue to experience increases in demand for adult preparatory and English proficiency classes as the population in Hillsborough County grows and diversifies. The College will experience demographic shifts in enrollment patterns. Each diverse community will pose unique demands for curriculum offerings and student services, and will be motivated to seek higher education for reasons ranging from personal interest to preparation for advanced degrees.

3.4 High School Graduation Data and Analysis

Overall, the number of public high school graduates in the state has been increasing since 1999. Based on projections from the HCC Factbook 2009, the total number of graduates is expected to increase through the year 2014 as illustrated in the following chart.
The number of high school graduates receiving diplomas was 9,761 during the 2007-2008 academic year. During the 2013-2014 academic year, this number is expected to increase to 10,384 graduates. These students have greater exposure to and comfort with the Internet, and will enroll in college expecting a high-quality digital environment.

According to the HCC Trendline 2009 Fact Book, “HCC attracted 24 percent of local high school graduates” during the 2007-2008 year. The number of students attending HCC after high school is in line with the national average of 26%. As illustrated in Table 3.4.b below, this percentage has seen some increase since 2003-2004, though it appears to have settled in the 24%-25% range. Although it is difficult to know for certain the share of local high school graduates that HCC will capture, it is likely that, at least in the short term, the trend will continue to climb given current economic conditions. According to the National Center for Education Statistics (www.nces.ed.gov), 31% of students that enrolled in college following high school graduation attended Community Colleges, which equates to approximately 19% of all high school graduates. Table 3.4.b estimates the percentage of Hillsborough County high school graduates through the 5-year planning timeframe and assumes modest growth of the percentage of high school graduates who will attend HCC.

### Table 3.4.a: Projected High School Graduates to Attend HCC

<table>
<thead>
<tr>
<th>Year</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hillsborough HS Grad</td>
<td>8,617</td>
<td>8,659</td>
<td>9,237</td>
<td>9,476</td>
<td>9,761</td>
<td>9,509</td>
<td>9,476</td>
<td>9,832</td>
<td>9,501</td>
<td>9,732</td>
<td>10,384</td>
</tr>
<tr>
<td>% of local HS Grad Attraction</td>
<td>17%</td>
<td>21%</td>
<td>24%</td>
<td>23%</td>
<td>24%</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
<td>28%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Projected Headcount To Attend HCC</td>
<td>1,371</td>
<td>1,810</td>
<td>2,044</td>
<td>2,110</td>
<td>2,269</td>
<td>2,377</td>
<td>2,464</td>
<td>2,654</td>
<td>2,660</td>
<td>2,822</td>
<td>3,115</td>
</tr>
</tbody>
</table>

Source: HCC Factbook 2009
3.4.1 State of Florida Policy Data

The National Information Center for Higher Education Policymaking and Analysis published data at the state level on a multitude of measures. For several of the measures listed in the table below, Florida data for that particular measure are lower than the national average. The data support enhanced student services, recruiting and support functions in Florida community colleges.

<table>
<thead>
<tr>
<th>Table 3.4.b: High School and College Preparation Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>9th Grade Cohort Survival Rate - 2006</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Public High School Graduation Rate - 2006</td>
</tr>
<tr>
<td>College-Going Rate Of High School Grads - 2006</td>
</tr>
<tr>
<td>Percent Of Total Population Enrolled In College - 2007</td>
</tr>
<tr>
<td>(18-24 Year Olds)</td>
</tr>
<tr>
<td>Import/Export Of College-Going Students - 2006</td>
</tr>
<tr>
<td>(&lt;1 = Exporter, &gt;1 = Importer)</td>
</tr>
<tr>
<td>9th Graders Chance Of College By Age 19 - 2006</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Source: The National Information Center for Higher Education and Policymaking Analysis</td>
</tr>
</tbody>
</table>

3.5 Economic and Workforce Analysis

There is a large disparity in business and industry activity between the Tampa metropolitan area and the other portions of Hillsborough County. According to the Florida Statistical Abstract 2007, there are 2,639 farms comprising 284,910 acres in Hillsborough County. Most of these farms are located in the southern and eastern portions of the county. In total, the county is fifth in the state in terms of net farm income. In addition, the largest industrial market for the county is along the I-75 Corridor, comprised of 388 buildings and 60.5 million square feet of industrial space in 2003. This corridor is located approximately 13 miles east of the Dale Mabry Campus.

The County’s economy is characterized by a strong service sector with a diverse labor force. Most of the service sector employment is concentrated in retail, health, financial, communication, banking and educational services. The County’s 2009 labor force was estimated at 666,182 employees, with the largest growth sectors being Administrative and Support Services, Ambulatory Health Care Services, and Food Services and Drinking Places. Industries gaining the largest number of jobs are noted in the following table.
The Florida Agency for Workforce Innovation Labor Market Statistics forecasts projected employment growth in targeting the high tech industries. For Hillsborough County, they predict that health care providers will add another 17,720 workers between 2009 and 2017. Ambulatory Health Care Services will need another 6,735 workers, followed by Food Services and Drinking Places generating another 6,538 jobs over the eight-year period.

To better understand the types of occupations that are currently in demand, data was retrieved from the following sources:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Industry Code</th>
<th>Title</th>
<th>Employment</th>
<th>Annual Change</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>561</td>
<td>Administrative and Support Services</td>
<td>53,030</td>
<td>70,300</td>
<td>2,159</td>
</tr>
<tr>
<td>2</td>
<td>621</td>
<td>Ambulatory Health Care Services</td>
<td>27,956</td>
<td>34,691</td>
<td>842</td>
</tr>
<tr>
<td>3</td>
<td>722</td>
<td>Food Services and Drinking Places</td>
<td>41,193</td>
<td>47,731</td>
<td>817</td>
</tr>
<tr>
<td>4</td>
<td>540</td>
<td>Professional, Scientific, and Technical Services</td>
<td>48,755</td>
<td>54,418</td>
<td>708</td>
</tr>
<tr>
<td>5</td>
<td>930</td>
<td>Local Government</td>
<td>48,927</td>
<td>53,959</td>
<td>629</td>
</tr>
<tr>
<td>6</td>
<td>238</td>
<td>Specialty Trade Contractors</td>
<td>20,022</td>
<td>24,922</td>
<td>612</td>
</tr>
<tr>
<td>7</td>
<td>524</td>
<td>Insurance Carriers and Related Activities</td>
<td>21,973</td>
<td>26,307</td>
<td>452</td>
</tr>
<tr>
<td>8</td>
<td>622</td>
<td>Hospitals</td>
<td>21,264</td>
<td>24,809</td>
<td>443</td>
</tr>
<tr>
<td>9</td>
<td>522</td>
<td>Credit Intermediation and Related Activities</td>
<td>20,375</td>
<td>23,346</td>
<td>371</td>
</tr>
<tr>
<td>10</td>
<td>624</td>
<td>Social Assistance</td>
<td>7,795</td>
<td>10,120</td>
<td>291</td>
</tr>
<tr>
<td>11</td>
<td>610</td>
<td>Educational Services</td>
<td>9,565</td>
<td>11,432</td>
<td>233</td>
</tr>
<tr>
<td>12</td>
<td>623</td>
<td>Nursing and Residential Care Facilities</td>
<td>9,644</td>
<td>11,450</td>
<td>226</td>
</tr>
<tr>
<td>13</td>
<td>423</td>
<td>Merchant Wholesalers, Durable Goods</td>
<td>16,089</td>
<td>17,870</td>
<td>223</td>
</tr>
<tr>
<td>14</td>
<td>920</td>
<td>State Government</td>
<td>17,102</td>
<td>18,828</td>
<td>216</td>
</tr>
<tr>
<td>15</td>
<td>910</td>
<td>Federal Government</td>
<td>13,383</td>
<td>14,850</td>
<td>183</td>
</tr>
<tr>
<td>16</td>
<td>713</td>
<td>Amusement, Gambling, and Recreation Industries</td>
<td>7,471</td>
<td>8,701</td>
<td>154</td>
</tr>
<tr>
<td>17</td>
<td>813</td>
<td>Membership Associations and Organizations</td>
<td>10,335</td>
<td>11,540</td>
<td>151</td>
</tr>
<tr>
<td>18</td>
<td>424</td>
<td>Merchant Wholesalers, Nondurable Goods</td>
<td>11,110</td>
<td>12,191</td>
<td>135</td>
</tr>
<tr>
<td>19</td>
<td>446</td>
<td>Health and Personal Care Stores</td>
<td>4,967</td>
<td>5,934</td>
<td>121</td>
</tr>
<tr>
<td>20</td>
<td>721</td>
<td>Accommodation</td>
<td>5,603</td>
<td>6,503</td>
<td>112</td>
</tr>
</tbody>
</table>


Both of these information sources focused on occupations that require a vocational certificate or an associate’s degree. As a result, several occupation titles in high demand are absent from the tables. Most of these jobs are low-paying, entry-level positions that provide on-the-job training.

Statewide data was provided since there is a national trend for community college graduates to relocate to other cities and communities within their home state for employment opportunities. Occupations were selected based on the existing types of technical and health programs currently offered at Hillsborough Community College.

Consistent with long-term projections, the programs with the greatest occupation demand at the state and local level are in the Business Services and Health Services categories, as shown in the following tables.

In the Business and Financial Operations Occupations, the greatest demand at the state level and regional level is for customer service representatives followed by bookkeeping, accounting, and auditing clerks. It is important to note that the bookkeeping, accounting, and auditing clerks high demand profession is considered a high skilled/ high wage occupation that requires a vocational certificate or an Associates Degree.

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide Average Annual Openings</th>
<th>Regional Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change Due to Growth Due to Separations Total</td>
<td>Annual Percent Change Due to Growth Due to Separations Total</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>433031</td>
<td>Bookkeeping, Acct, &amp; Auditing Clerks</td>
<td>1.84 2,211 1,808 4,019</td>
<td>1.63 170 158 328</td>
</tr>
<tr>
<td>132031</td>
<td>Budget Analysts</td>
<td>1.36 41 67 108</td>
<td>1.51 4 6 10</td>
</tr>
<tr>
<td>132041</td>
<td>Credit Analysts</td>
<td>0.62 18 108 126</td>
<td>0.63 2 12 14</td>
</tr>
<tr>
<td>132051</td>
<td>Financial Analysts</td>
<td>2.57 209 44 253</td>
<td>1.81 17 5 22</td>
</tr>
<tr>
<td>132052</td>
<td>Personal Financial Advisors</td>
<td>2.09 452 186 638</td>
<td>0.75 15 17 32</td>
</tr>
</tbody>
</table>

Business Administration
Table 3.5.b: Business Services Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide Average Annual Openings</th>
<th>Regional Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HCC</td>
<td>Program</td>
<td>and</td>
</tr>
<tr>
<td>113011</td>
<td>Administrative Services Managers</td>
<td>1.70</td>
<td>139</td>
</tr>
<tr>
<td>434051</td>
<td>Customer Service Representatives</td>
<td>2.82</td>
<td>4,339</td>
</tr>
<tr>
<td>431011</td>
<td>First-Line Superv. of Office &amp; Admin. Support Workers</td>
<td>1.23</td>
<td>921</td>
</tr>
<tr>
<td>112031</td>
<td>Public Relations Managers</td>
<td>1.95</td>
<td>31</td>
</tr>
<tr>
<td>131031</td>
<td>Claims Adjusters, Examiners, &amp; Investigators</td>
<td>1.53</td>
<td>277</td>
</tr>
<tr>
<td>112021</td>
<td>Marketing Managers</td>
<td>1.92</td>
<td>111</td>
</tr>
</tbody>
</table>

Office Administration

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide Average Annual Openings</th>
<th>Regional Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>436011</td>
<td>Exec Sec &amp; Admin Assistants</td>
<td>1.81</td>
<td>1,797</td>
</tr>
</tbody>
</table>

Legal Assisting

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide Average Annual Openings</th>
<th>Regional Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>436012</td>
<td>Legal Secretaries</td>
<td>1.97</td>
<td>365</td>
</tr>
<tr>
<td>232011</td>
<td>Paralegals &amp; Legal Assistants</td>
<td>3.00</td>
<td>615</td>
</tr>
</tbody>
</table>

Medical Records Transcription

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide Average Annual Openings</th>
<th>Regional Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>436013</td>
<td>Medical Secretaries</td>
<td>2.08</td>
<td>465</td>
</tr>
<tr>
<td>292071</td>
<td>Medical Records &amp; Health Info Techs</td>
<td>2.28</td>
<td>230</td>
</tr>
<tr>
<td>319094</td>
<td>Medical Transcriptionists</td>
<td>2.35</td>
<td>129</td>
</tr>
</tbody>
</table>

As shown in the above table, in Health Services, there is strong demand at the state level for registered nurses, licensed practical nurses, and nursing aides, orderlies, and attendants. At the regional level, the same types of occupations are in demand.

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td><strong>Counseling and Human Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211011</td>
<td>Substance Abuse &amp; Behavioral Disorder Counselors</td>
<td>2.78</td>
<td>103</td>
</tr>
<tr>
<td>211012</td>
<td>Educational, Vocational, &amp; School Counselors</td>
<td>1.91</td>
<td>240</td>
</tr>
<tr>
<td>211014</td>
<td>Mental Health Counselors</td>
<td>2.92</td>
<td>122</td>
</tr>
<tr>
<td>211015</td>
<td>Rehabilitation Counselors</td>
<td>1.81</td>
<td>65</td>
</tr>
<tr>
<td>211021</td>
<td>Child, Family, &amp; School Social Workers</td>
<td>2.86</td>
<td>280</td>
</tr>
<tr>
<td>211022</td>
<td>Medical &amp; Public Health Social Workers</td>
<td>3.41</td>
<td>209</td>
</tr>
<tr>
<td>211023</td>
<td>Mental Health &amp; Substance Abuse Social Workers</td>
<td>3.32</td>
<td>226</td>
</tr>
<tr>
<td><strong>Dental Hygiene</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>319091</td>
<td>Dental Assist</td>
<td>3.34</td>
<td>527</td>
</tr>
<tr>
<td>292021</td>
<td>Dental Hygienists</td>
<td>3.49</td>
<td>328</td>
</tr>
<tr>
<td>519081</td>
<td>Dental Lab Technicians</td>
<td>1.66</td>
<td>62</td>
</tr>
<tr>
<td><strong>Medical Sonography Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>292032</td>
<td>Diagnostic Medical Sonographers</td>
<td>2.12</td>
<td>91</td>
</tr>
<tr>
<td>Industry Code</td>
<td>Industry Description</td>
<td>HCC Program and Statewide Demand</td>
<td>Statewide</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
</tbody>
</table>

### Nuclear Medicine

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Description</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>292033</td>
<td>Nuclear Medicine Technologists</td>
<td>1.94</td>
<td>41</td>
<td>27</td>
</tr>
</tbody>
</table>

### Medical Assisting

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Description</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>319092</td>
<td>Medical Assistants</td>
<td>3.77</td>
<td>1,352</td>
<td>411</td>
</tr>
<tr>
<td>292011</td>
<td>Medical &amp; Clinical Lab Technologists</td>
<td>1.60</td>
<td>162</td>
<td>148</td>
</tr>
<tr>
<td>292012</td>
<td>Medical &amp; Clinical Laboratory Technicians</td>
<td>2.02</td>
<td>142</td>
<td>102</td>
</tr>
</tbody>
</table>

### Nursing RN

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Description</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>292061</td>
<td>Licensed Practical &amp; Licensed Vocational Nurses</td>
<td>2.63</td>
<td>1,195</td>
<td>1,174</td>
</tr>
<tr>
<td>311012</td>
<td>Nursing Aides, Orderlies, &amp; Attendants</td>
<td>2.59</td>
<td>2,379</td>
<td>778</td>
</tr>
<tr>
<td>119111</td>
<td>Medical and Health Svcs Managers</td>
<td>2.42</td>
<td>212</td>
<td>155</td>
</tr>
<tr>
<td>291071</td>
<td>Physician Assistants</td>
<td>3.37</td>
<td>144</td>
<td>55</td>
</tr>
<tr>
<td>291111</td>
<td>Registered Nurses</td>
<td>2.80</td>
<td>4,192</td>
<td>2,336</td>
</tr>
</tbody>
</table>

### Optical Management/Opticianry

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Description</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>292081</td>
<td>Opticians, Dispensing</td>
<td>1.45</td>
<td>63</td>
<td>135</td>
</tr>
</tbody>
</table>

### Radiography/Radiation Therapy

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Description</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>292034</td>
<td>Radiologic Technologists &amp; Tech.</td>
<td>1.85</td>
<td>253</td>
<td>178</td>
</tr>
</tbody>
</table>

### Respiratory Care

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Industry Description</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>291126</td>
<td>Respiratory Therapists</td>
<td>2.54</td>
<td>170</td>
<td>94</td>
</tr>
<tr>
<td>292054</td>
<td>Respiratory Therapy Tech</td>
<td>0.19</td>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: N/A – Not Available
With respect to first responder positions, the greatest need at the state level is in the area of criminal justice. This trend is also replicated at the regional level, with police and sheriff patrol officers in demand. There is some demand for EMT’s, paramedics, and fire fighters, but not enough to warrant expansion of programs in the future. Annual growth rates and openings in First Responder occupations are shown in the following table.

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td><strong>Criminal Justice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>333012</td>
<td>Correctional Officers &amp; Jailers</td>
<td>1.71</td>
<td>634</td>
</tr>
<tr>
<td>333021</td>
<td>Detectives &amp; Criminal Investigators</td>
<td>2.13</td>
<td>158</td>
</tr>
<tr>
<td>333051</td>
<td>Police &amp; Sheriff’s Patrol Officers</td>
<td>1.34</td>
<td>486</td>
</tr>
<tr>
<td>131041</td>
<td>Compliance Officers, Exc. Safety, Agri, Constr &amp; Transp.</td>
<td>0.91</td>
<td>164</td>
</tr>
<tr>
<td>211092</td>
<td>Probation Officers &amp; Correctional Treatment Specialists</td>
<td>1.08</td>
<td>67</td>
</tr>
<tr>
<td><strong>Fire Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>332011</td>
<td>Fire Fighters</td>
<td>1.36</td>
<td>290</td>
</tr>
<tr>
<td>332021</td>
<td>Fire Inspectors &amp; Investigators</td>
<td>1.32</td>
<td>12</td>
</tr>
<tr>
<td><strong>Emergency Medical Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>292041</td>
<td>Emergency Medical Tech &amp;</td>
<td>1.74</td>
<td>157</td>
</tr>
</tbody>
</table>
### Table 3.5.d: First Responder Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change</td>
<td>Due to Growth</td>
</tr>
<tr>
<td></td>
<td>Paramedics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>435031</td>
<td>Police, Fire, &amp; Ambulance Dispatchers</td>
<td>1.50</td>
<td>98</td>
</tr>
</tbody>
</table>


The Dale Mabry Campus also offers degrees in computer and information science related occupations. According to the Industries Gaining New Jobs list produced by Florida Workforce Innovations, computer and information related industry jobs are not increasing at the same pace of other “hot” industries, but the field is averaging about 0.34 percent annual increase in new jobs in the region. Computer systems analysts are in the highest demand and have an average of 144 total regional job openings annually.
### Table 3.5.e: Computer Related Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide Average Annual Openings</th>
<th>Region Average Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change</td>
<td>Due to Growth</td>
</tr>
<tr>
<td><strong>Computer Engineering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151031</td>
<td>Computer Software Engineers, Applications</td>
<td>4.12</td>
<td>790</td>
</tr>
<tr>
<td>151032</td>
<td>Computer Software Engineers, Systems Software</td>
<td>2.73</td>
<td>317</td>
</tr>
<tr>
<td>151051</td>
<td>Computer Systems Analysts</td>
<td>2.87</td>
<td>645</td>
</tr>
<tr>
<td>492011</td>
<td>Computer, ATM, and Office Machine Repairers</td>
<td>1.28</td>
<td>112</td>
</tr>
<tr>
<td>151071</td>
<td>Network and Computer Systems Administrators</td>
<td>2.76</td>
<td>380</td>
</tr>
<tr>
<td><strong>Computer Information Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113021</td>
<td>Computer and Information Systems Managers</td>
<td>1.67</td>
<td>117</td>
</tr>
<tr>
<td>151041</td>
<td>Computer Support Specialists</td>
<td>1.44</td>
<td>445</td>
</tr>
<tr>
<td><strong>Computer Programming</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151021</td>
<td>Computer Programmers</td>
<td>-0.41</td>
<td>0</td>
</tr>
<tr>
<td><strong>Digital Media/Graphic Design</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>439031</td>
<td>Desktop Publishers</td>
<td>0.48</td>
<td>5</td>
</tr>
<tr>
<td>271014</td>
<td>Multi-Media Artists and Animators</td>
<td>2.49</td>
<td>69</td>
</tr>
<tr>
<td>271024</td>
<td>Graphic Designers</td>
<td>1.54</td>
<td>251</td>
</tr>
</tbody>
</table>
The greatest demand for graduates in selected technical programs will be in the construction technology field, as shown in the table below. Occupation demand is strong in the areas of construction supervisors and construction managers. There continues to be a demand for these programs at the regional level as well. There is little demand in electronics engineering technician programs and environmental science technology.

### Table 3.5.f: Technical Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Due to Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electronics Engineering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>173023</td>
<td>Electrical and Electronic Engineering Technicians</td>
<td>0.44</td>
<td>42</td>
</tr>
<tr>
<td>173012</td>
<td>Electrical and Electronics Drafters</td>
<td>1.30</td>
<td>22</td>
</tr>
<tr>
<td>492093</td>
<td>Electronics Installers &amp; Repairers, Transportation Equip.</td>
<td>1.50</td>
<td>18</td>
</tr>
<tr>
<td><strong>Environmental Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>173025</td>
<td>Environmental Engineering Technicians</td>
<td>2.54</td>
<td>22</td>
</tr>
<tr>
<td>194091</td>
<td>Environmental Science Technicians, Including Health</td>
<td>1.67</td>
<td>32</td>
</tr>
<tr>
<td>192041</td>
<td>Environmental Scientists &amp; Specialists, Including Health</td>
<td>1.19</td>
<td>71</td>
</tr>
<tr>
<td>518031</td>
<td>Water and Liquid Waste Treatment Plant Operators</td>
<td>1.55</td>
<td>90</td>
</tr>
</tbody>
</table>

Table 3.5.f: Technical Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td>Architecture Design and Construction Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>173011</td>
<td>Architectural and Civil Drafters</td>
<td>0.95</td>
<td>83</td>
</tr>
<tr>
<td>173022</td>
<td>Civil Engineering Technicians</td>
<td>1.29</td>
<td>54</td>
</tr>
<tr>
<td>474011</td>
<td>Construction and Building Inspectors</td>
<td>2.15</td>
<td>162</td>
</tr>
<tr>
<td>119021</td>
<td>Construction Managers</td>
<td>2.57</td>
<td>761</td>
</tr>
<tr>
<td>173011</td>
<td>Architectural and Civil Drafters</td>
<td>0.95</td>
<td>83</td>
</tr>
<tr>
<td>173012</td>
<td>Electrical and Electronics Drafters</td>
<td>1.30</td>
<td>22</td>
</tr>
<tr>
<td>173013</td>
<td>Mechanical Drafters</td>
<td>1.26</td>
<td>21</td>
</tr>
<tr>
<td>471011</td>
<td>First-Line Superv. of Construction and Extraction Workers</td>
<td>2.27</td>
<td>1,189</td>
</tr>
</tbody>
</table>


Demand for well paying positions in hospitality and culinary arts are greater at the state level. At the County level, there will be a need for another 817 positions in food services and drinking establishments between 2009 and 2017. Unfortunately, most of these positions are entry level, low-paying positions that require little training. However, there will be opportunities for students trained in the hospitality and culinary programs to seek management positions in many of these businesses.

Table 3.5.g: Hospitality/Culinary Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td>Culinary/Restaurant Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>351011</td>
<td>Chefs &amp; Head Cooks</td>
<td>1.87</td>
<td>125</td>
</tr>
<tr>
<td>291031</td>
<td>Dietitians &amp; Nutritionists</td>
<td>0.90</td>
<td>24</td>
</tr>
<tr>
<td>119051</td>
<td>Food Service Mgrs</td>
<td>1.64</td>
<td>287</td>
</tr>
</tbody>
</table>
Demand for education occupations is mixed. At the state level, there is a high demand for teacher assistants but not for middle school or secondary school teachers. The region mirrors this statistic and offers a total of 108 opening for Teachers Assistants and only two opening for middle school teachers and eight openings for secondary teachers.

### 3.6 Master Planning Implications Based on Environmental Scanning

The environmental scan has several implications for campus planning. These include:

1) Although it is expected to increase more slowly than in recent years, the population of Hillsborough County will generate additional demand for educational services provided by the Dale Mabry Campus, and as a result, the need for additional space on campus.

2) In recent years, the student population attending HCC directly from High School has increased. This increase in capture from local high schools has resulted in an overall younger student body who desire a different campus experience than older learners. These students will be involved with the College and need facilities that can support their greater involvement with the campus. Consideration should be given to design and programmatic elements that can better serve this demographic.

3) The student population will continue to become more diverse which will require additional facilities for student support functions and laboratories for academic preparation classes.

4) Regional demand for technical and health occupations will generate a need for additional classroom, laboratory and office spaces. The ramifications include:
   a. Increases on business services occupations, especially business administration will require additional classroom and office facilities.
   b. The growth of several occupations in the health sciences and first responder programs, combined with the development of new programs, will require additional space for classrooms, laboratories, and instructional support areas.
   c. Several occupational programs not currently offered by HCC, but high on the occupational demand list, present opportunities for the College to expand program delivery and content. Several of these new programs are in the planning phases and will require specialized spaces on the campus.

### 3.7 Enrollment and Staffing Projections

In order to better understand the geographic distribution of students attending the Dale Mabry Campus, the Institutional Research Group (IRG) provided data reporting the number of
students attending the Campus by zip code. It is important to know that this data has some shortcomings including the following:

- It counts individual students multiple times if they attended courses at more than one HCC Campus.
- Although it affected only a small number, some students did not have zip codes attached to them.

Even with these shortcomings, the data is telling as to the origins of students for the Dale Mabry Campus. As can be seen in the figure below, the geographic distribution for those students attending HCC Dale Mabry Campus is varied, though there is one concentration that can be identified, Central Tampa. The number of unique programs offered at the HCC Dale Mabry Campus and its central location make it attractive for residents from throughout Hillsborough County.

**Figure 3.7.a: Students Attending HCC Dale Mabry by Zip Code**
According to the HCC 2009 Factbook, the Dale Mabry Campus served a total of 13,219 students who took at least one credit/non-credit course at the campus and 501 students who took at least one Recreation and Leisure course. The 2008-2009 numbers illustrate a continued trend in the number of students enrolling in courses at the Dale Mabry Campus. The increase has occurred for both overall headcount (which counts any student that has taken a course at the campus) and for full time equivalent. Projecting FTE through the Master Plan period requires an examination of historical performance, programmed growth as documented in the Educational Plant Survey (EPS), and the physical constraints of the campus. Table 3.7.a illustrates these trends.

The growth of student FTE in the 2010 EPS will cause associated growth in faculty and staff FTE. It should be noted that for the Fall 2008, the district employed 1,278 instructional personnel, of which 996 are part-time and 282 full-time. The Dale Mabry Campus has an FTE of 9,041 in 2008-2009, with a projection of 12,114 for 2014-2015 as documented in the EPS. The number of faculty/staff FTE combination will need to increase proportionally with the projected student FTE increases. This number of faculty/staff increase also has implications in the development of parking projections which will be addressed in the Master Plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student FTE</th>
<th>Staff/Faculty FTE</th>
<th>Student FTE / Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>9,041</td>
<td>957.5</td>
<td>9.44</td>
</tr>
<tr>
<td>2014-15</td>
<td>12,114</td>
<td>1283.26</td>
<td>9.44</td>
</tr>
</tbody>
</table>

3.8 Space Needs and Campus Capacity

During the campus master planning process, it was determined that space projections using the Florida Requirements for Educational Facilities were the most prudent for master planning purposes for each of the HCC campus master plans. These requirements are documented in the Environmental Plant Survey (EPS) for the five year time horizon (through 2014-2015). These projections are documented in Table 3.8.a below. Also noted is the existing distribution of space, designated as Assignable Square Feet (ASF), at the Dale Mabry Campus.

Due to the linear nature of these guidelines, many of the categories tend to overestimate the space needed for a particular campus as student FTE grows. Recognition of this tendency needs to be considered within future building program development.

For the 2019-2020 time horizon, the campus planning team developed a FTE projection utilizing historical FTE data from 1995-1996 through the 2008-2009 school year. Overall this data illustrated an annualized FTE growth of 7%. This percent was applied to the FTE total as documented in the EPS, and projected through the 2019-2020 time horizon.
Table 3.8.a: HCC – Dale Mabry Campus
Space Allocation Comparisons using Florida Requirements

<table>
<thead>
<tr>
<th>Instructional Spaces:</th>
<th>2014-15 Space Allocation (COFTE=12,114)</th>
<th>Existing Inventory Space (Existing ASF)</th>
<th>Space Deficit or Surplus (Guideline ASF)</th>
<th>2019-2020 Space Projections (COFTE = 17,070)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>163,539</td>
<td>76,708</td>
<td>-87,421</td>
<td>230,446</td>
</tr>
<tr>
<td>Nonvocational Spaces</td>
<td>112,351</td>
<td>53,119</td>
<td>-59,232</td>
<td>158,316</td>
</tr>
<tr>
<td>Vocational Spaces</td>
<td>270,096</td>
<td>58,383</td>
<td>-210,123</td>
<td>380,597</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>545,986</strong></td>
<td><strong>188,210</strong></td>
<td><strong>-356,776</strong></td>
<td><strong>769,358</strong></td>
</tr>
<tr>
<td>Instructional Support:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/Study</td>
<td>134,354</td>
<td>32,720</td>
<td>-102,021</td>
<td>189,320</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>27,299</td>
<td>717</td>
<td>-26,582</td>
<td>38,467</td>
</tr>
<tr>
<td>Auditorium/Exhibition</td>
<td>40,342</td>
<td>14,244</td>
<td>-26,098</td>
<td>56,847</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>201,995</strong></td>
<td><strong>47,681</strong></td>
<td><strong>-154,701</strong></td>
<td><strong>284,635</strong></td>
</tr>
<tr>
<td>Student Support:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>90,855</td>
<td>22,875</td>
<td>-67,980</td>
<td>128,025</td>
</tr>
<tr>
<td>Physical Education</td>
<td>70,570</td>
<td>25,176</td>
<td>-45,394</td>
<td>99,441</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>161,425</strong></td>
<td><strong>48,051</strong></td>
<td><strong>-113,374</strong></td>
<td><strong>227,467</strong></td>
</tr>
<tr>
<td>Institutional Support:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>65,573</td>
<td>65,573</td>
<td>-85,852</td>
<td>213,376</td>
</tr>
<tr>
<td>Support Services</td>
<td>13,091</td>
<td>13,091</td>
<td>-39,564</td>
<td>74,742</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>204,467</strong></td>
<td><strong>78,664</strong></td>
<td><strong>-125,416</strong></td>
<td><strong>288,118</strong></td>
</tr>
<tr>
<td><strong>Total Assignable Square Feet (ASF)</strong></td>
<td><strong>1,113,873</strong></td>
<td><strong>362,606</strong></td>
<td><strong>-750,267</strong></td>
<td><strong>1,569,577</strong></td>
</tr>
<tr>
<td>Non-Assignable Space (NSF) Needs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Services</td>
<td>13,325</td>
<td>2,383</td>
<td>-10,942</td>
<td>18,776</td>
</tr>
<tr>
<td>Sanitation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Restrooms</td>
<td>18,171</td>
<td>11,662</td>
<td>-5,964</td>
<td>25,605</td>
</tr>
<tr>
<td>Staff &amp; Public Restrooms</td>
<td>3029</td>
<td>1,899</td>
<td>323</td>
<td>4,268</td>
</tr>
<tr>
<td>Electrical &amp; Mechanical Equipment</td>
<td>68,904</td>
<td>19,929</td>
<td>-48,975</td>
<td>97,094</td>
</tr>
<tr>
<td><strong>Total Net Square Feet</strong></td>
<td><strong>1,217,302</strong></td>
<td><strong>400,279</strong></td>
<td><strong>-815,825</strong></td>
<td><strong>1,715,321</strong></td>
</tr>
<tr>
<td>Net-To-Gross Difference</td>
<td><strong>413,883</strong></td>
<td><strong>161,680</strong></td>
<td><strong>-296,389</strong></td>
<td><strong>583,207</strong></td>
</tr>
<tr>
<td><strong>Total Gross Square Feet (GSF)</strong></td>
<td><strong>1,631,185</strong></td>
<td><strong>561,959</strong></td>
<td><strong>-1,112,214</strong></td>
<td><strong>2,298,529</strong></td>
</tr>
</tbody>
</table>
3.9 Issues Identification for Master Plan

3.9.1 Sustainability Initiatives

HCC has embraced the importance of sustainability throughout the system, and many new initiatives and programs are expected to be developed though the Master Plan time horizon. The College has established a Sustainability Council which is overseeing many of the campus-wide initiatives, including compliance with the American College & University President’s Climate Commitment, which was signed by President Stephenson.

While the SouthShore Center is considered to be the “green” campus within the HCC system, master planning and programming can be undertaken to improve sustainability at each campus in the system. For the Dale Mabry Campus, its access to transit, on-campus living facilities, and potential for pedestrian improvements create great opportunities to reduce resource use and improve sustainability at the campus.

Some Considerations for the Master Plan include:

- Educational Signage
- Incentive programs
- Florida Friendly Landscaping
- Green Building Design
- Pedestrian Improvements

3.9.2 Work Session with Campus Planning Committee

On-site work sessions and interviews were conducted with the Campus Planning Committee on November 16, 2009. This section reviews the observations from these meetings.

The members of the Campus Planning Team who attended the work session for the Dale Mabry Campus were as follows:

- Dr. Robert Chunn, Campus President
- Bob Wynegar, Dean, Associate in Arts
The conversation focused on the changes observed since the adoption of the 2005 Master Plan for the campus. The primary focus areas discussed by the Master Planning Committee included Campus Growth, Physical Campus Needs, and Academic Programming. The following are a summary of the conversations and an attempt to reflect the issues that were of greatest importance from the perspective of the work session attendees.

### 3.9.2.1 Campus Growth

The growth in student enrollment and FTE at the Dale Mabry has been significant. There has been a growth of 1,000 FTE since 2005 without any new buildings. The growth of the campus since 1999 has been 4,000 FTE, without any new buildings. Additional students have been accommodated through schedule efficiencies, including offering additional classes in the evenings and on weekends. The committee also noted that there is no longer a lull in campus activity due to the increase in students, and that the facilities are getting worn more quickly. In order to accommodate the projected growth in FTE through the Master Plan time horizon, new construction will be needed.

### 3.9.2.2 Physical Campus Needs

#### A. New Construction / Renovation

In order to accommodate the additional space demand (which is nearly twice as large as the existing program), new construction will be needed. There are two primary projects that are priorities during the Master Plan time horizon. The first of these is a renovation of the Technology Building, which is estimated to cost ±$35 million to complete. It is currently the highest priority on the PECO funding list. This renovation will include the purchase and upgrade of equipment (including that used by Health Sciences), as well as a reconfiguration of some inefficient spaces, such as the large 120 seat auditorium. The second major project is for a Culinary Arts Building, or a multi-purpose building that could be reconfigured as needed to relocate programs during renovation of other spaces on campus. The HCC Administration is currently considering funding this construction through a bond, which would be ±$15 million.

#### B. Tennis Court Renovation and Management

The 2005 Campus Master Plan recommended the removal of a portion of the City of Tampa tennis facility to make room for new construction. This facility had been operated by the City on HCC owned land under a long term lease. Since the adoption of the 2005 Master Plan, the City has relinquished control of the facility to HCC, and terminated the lease. HCC Administration has determined that the center...
will stay and be renovated, a change which must be addressed in the 2010 Master Plan update.

C. Other Physical Improvements

In addition to the two priority buildings, the committee identified several other projects that need to be addressed during the 2010 Master Plan update. These include the following:

- Creation of a gateway feature and campus perimeter enhancements to improve campus community presence.
- Pedestrian and aesthetic improvements in the pedestrian courtyard. Some improvements have recently been made, and these should be replicated to increase the quality and availability of gathering areas.
- Parking still remains an issue, though it has been somewhat relieved by the construction of a surface lot on the W.T. Edwards Parcel.
- Enhanced pedestrian connections from the Hawks Landing student housing development to the campus need to be addressed. It was identified that students often choose to drive instead of walk from the residential development.

3.9.2.3 Academic Programming

Most major programs have capacity issues. The Health Sciences programs have reached their maximum are in need of additional space. The renovation of the Technology Building will help with this problem somewhat. There still is no desire to offer four-year degrees on the campus, but USF has expressed interest in becoming a partner for the Culinary Arts Program. This program has not been implemented, but remains an area of interest, and expansion of the program into a new space could provide the right opportunity.

The HCC President has also expressed interest in the completion of a University Partnership Center, which could facilitate new partnerships between universities and HCC while also offering community meeting space.

3.9.3 Community Input

On March 4, 2010, representatives from the Dale Mabry Campus Master Planning team made a presentation to the Drew Park CRA Citizen Advisory Committee at their monthly public meeting. During this meeting committee members suggested the following items be considered during the Master Plan process.

- The development of a business resource center on the Campus. This center would offer information and advice for the CRA’s many small businesses. The center could be located in the former Head Start building. This could be similar to Hillsborough County’s Small Business Support Program.
- Need to find way to deal with the parking problem on campus.

In addition, there was interest from the committee as to the status of the public/private partnership opportunities on the Front Yard Parcel. HCC Administration advised the group that there is still potential for such a partnership, but that it is not a current priority.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Pros</th>
<th>Cons</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a Business Resource Center for</td>
<td>Could be small business incubator for entrepreneurs.</td>
<td>Funding limited and current space utilization high.</td>
<td>Seek additional commitment for partnership opportunities.</td>
</tr>
<tr>
<td>local businesses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Parking</td>
<td>Increase on campus vehicular movements.</td>
<td>Funding limited.</td>
<td>Seek additional revenue sources to reduce parking deficits.</td>
</tr>
<tr>
<td>Public-Private Partnerships</td>
<td>Could provide alternative revenue source for academic programming</td>
<td>Occupation of high-visibility front yard parcels.</td>
<td>Include development option in master plan, reduced from 2005, require</td>
</tr>
<tr>
<td></td>
<td>delivery.</td>
<td></td>
<td>HCC branding of any proposed use.</td>
</tr>
</tbody>
</table>
4.0 Physical Master Plan

This Comprehensive Master Plan for the Dale Mabry campus has been prepared to respond to the existing conditions, future requirements and development opportunities that exist on the current campus acreage and identifies the potential campus expansion to surrounding lands. The development parameters for this five-year plan follow the Planning Scenario listed in Section 3.8 of this report.

See Maps 4-A through 4-E at the end of this Section.

4.1 Design Context

The Dale Mabry Campus is located in a prominent location within the community, and with Steinbrenner Field, Raymond James Stadium, and Tampa International Airport as neighbors its high visibility can be seen as a major benefit to delivering the College's mission. This prominence also affects the campus demand and response to growth. The Dale Mabry Campus Master Plan is envisioned to expand the existing academic uses through the use of building additions, construction of new academic buildings, and the potential benefit of public/private partnership opportunities within the campus plan.

Expansion of the academic building core of the campus is important to promote walkability and sense of place. The initial building expansion is envisioned to occur west of existing building cluster within current surface parking lots. This westward extension will define a perimeter parking lot access roadway, surface parking lots and provide for increased linkage with the Hawks Landing student housing complex. The southern half of the campus should be completed before new academic facilities are programmed in the northern portion of the campus. This will create a more urban campus with a series of pedestrian plazas and open spaces that create a sense of identity for the entire campus and delivers a traditional campus feel while allowing for proximate parking and an ease of access. This master plan will help provide for the needs of the diverse student population and allow HCC Dale Mabry to function effectively for both part time and full time students in the future.

The previous 2005 Master Plan reinforced the existing core campus while allowing for an expansion of academic facilities to the south and west of the core linking the different elements through pedestrian plazas and open spaces. The 2010 Master Plan proposed in this section continues this development concept with some modification due to changing priorities and site conditions. The major adjustments from 2005 are retaining the Tennis Facility (now owned and operated by HCC), and accommodating the overall increase in projected growth that is projected at the campus. The 2010 plan also recognizes the importance of the phasing of parking and buildings to provide the needed facilities while creating opportunities for urban design elements that will create a sense of place and identity as the campus continues to grow.

In order to create a more cohesive and attractive whole, new building architecture will need to contain unifying set of design elements that will, over time, create a more consistent aesthetic environment for the campus. The proposed master plan identifies the need for 3 and 4 story academic buildings, as well as 4 story plus grade parking structures to meet the anticipated 2015 program needs. It is anticipated that new buildings will continue to be designed to meet the specific program requirements and therefore vary in overall heights. However, current zoning
height standard of 45 feet exists and the College will need to consider seeking relief either on a building by building or campus wide basis for those structures that exceed the standard. In addition the College is located within the Westshore Commercial Overlay District, which includes regulations to improve the public realm as well as to mitigate the impacts of new buildings on existing residential areas. These standards are largely consistent with the conceptual urban design and public realm design elements that are being articulated in this section for the Master Plan. The College will need to consider how best to coordinate with the City of Tampa to ensure that the intent of the guidelines are met as the campus continues to grow. New building design should provide covered pedestrian connections in order to protect students from the weather. These elements should not dominate the pedestrian experience, but instead should create a series of outdoor rooms, greens and plazas for those traversing the campus.

Campus identity will be reinforced around the perimeter through the installation of landscape buffering and iconic entry elements. Monument signs, obelisks and building architecture will create a unifying set of design standards that reinforce the public perception of the campus. A major opportunity for increased campus identity will occur at the northwest corner of Tampa Bay Boulevard and Dale Mabry Highway. This location should contain the primary campus monument entrance sign that utilizes existing oak canopy and earthen berm and landscaping to screen low level views of the proposed surface parking for that area (S-2), while staging views to the core campus.

Access and on-site circulation will also create opportunities for improved campus identity. The four existing access points along Tampa Bay Boulevard will remain, but the aesthetics will be improved by the incorporation of entry elements and by terminated vistas created by the placement of new academic buildings. On-site traffic circulation is accommodated through a formalized east/west road that will be established to link existing access to Dale Mabry adjacent to Steinbrenner Field, to Lois Avenue. This road will act as the dividing line between the north and south campus and will offer an alternative route for traffic, reducing impacts on Tampa Bay Boulevard and Lois Avenue. It will be a low speed drive that will use street trees, and sidewalks that transition from public streets and establish a series of entry, procession and arrival points for visitors.

Following the completion of the core campus south of the formal east/west drive, further campus expansion will occur northward onto the former W.T. Edwards property, which is currently used for parking. The northern campus will include three academic buildings, surrounded by sizeable open space and surrounded on three sides by new parking, including a garage facility located adjacent to Steinbrenner Field. These new academic facilities will be connected to the additional available parking at Steinbrenner Field, and the existing access drive connecting to Martin Luther King, J.r. Boulevard to the north will be augmented with the addition of a second drive. The master plan also recognizes the potential opportunity for the acquisition of the property owned by the Department of Juvenile Justice located on Martin Luther King, J.r. Boulevard. Although there are not current plans for the facility to close, if that were to happen, HCC is likely to exercise its right of first refusal to purchase the property. The 2010 master plan provides for parking opportunities and pedestrian/automobile connections if this property was acquired by HCC.

As in the previous 2005 plan, private development partnership opportunities are identified along the Dale Mabry Highway corridor. However, the area dedicated to these developments within the Front Yard Parcel has been somewhat reduced due to the physical constraints resulting from the
continued use of the Tennis Facility, the additional space needed for academic programming, and on-site circulation. The potential public/private partnerships should include including uses that maximize development potential and support the campus programs through co-located training. Pedestrian plaza and open spaces link the Dale Mabry Highway and its surrounding uses to the academic core campus providing for increased pedestrian accommodation in the area. In addition the proposed parking garage (P-1) located adjacent to these properties would likely only be built in conjunction within the context of a public/private partnership.

4.1.1 2015 Program

With the exception of Hawk's Landing, which does not contain academic space, there have been no new buildings constructed on the Dale Mabry Campus since the completion of the 2005 Master Plan. However, according to Dale Mabry Administration, FTE growth has been consistent with the projected 9,677 FTE identified within the 2005 Educational Plant Survey. While the campus has been able to absorb this increase through a number of means the existing facilities are being utilized at a high rate. This increased utilization may lead to a future increased space renovation demand. The need for new building construction is apparent.

The 2010 Educational Plant Survey identifies an overall space need of 1,631,185 gross square feet (gsf) by 2014-2015, which is an increase of 1,069,226 gsf compared to the existing inventory. In addition to this significant square footage, the campus is expected to need 6,542 parking spaces by 2014-2015, which is an increase of 3,406 over the existing inventory.

The goal of this master plan is to accommodate the additional square footage and projected students while remaining supportive of the existing 2005 master plan design concept where possible. This challenge has been made difficult by the fact that the Tennis Center located on the campus is to remain and continue at the current size, which is a marked change from the 2005 Master Plan. Additionally, the campus has a current 1,000 parking space deficit and future growth will be tied to delivering parking solutions.

The campus growth is first expected to occur to the north and west of the existing core campus. Building N-1, (216,000 gsf), which will house the Allied Health/Sports Medicine Programs (in two adjacent buildings), will be located immediately north of the Humanities Building (102), and will provide an eastern edge of a new large open green in the heart of the campus. The next expansion will be on the eastern side of the campus, with the construction of the Building N-2 (79,200 gsf), which will abut the Student Services Building (113), and be the home to Culinary Arts and Hospitality Management Programs.

Building N-3 (60,000 gsf) and N-4 (79,200gsf) will be located at the southwest edge of campus adjacent to the Science Building. Building N-5 (104,400 gsf) is an east/west oriented building that is located in the southwest corner of the campus green. Buildings N-6 (100,800 gsf) and N-7 (124,000 gsf) will be located along the western edge of the campus green.

The final three buildings shown on the Master Plan for completion during the 2014-2015 time horizon are located north of the new east/west road, and will extend the campus northward towards the Department of Juvenile Justice property and the access drives at Martin Luther King, Jr. Boulevard. Building N-8 (124,800 gsf) is oriented north/south and located immediately to the north of the east/west roadway, and Building N-9 (124,800 gsf) is located immediately to the
north of N-8. The final building shown on the 2010 Master Plan is N-10 (124,800 gsf), which is located to the northeast of N-9, which will effectively complete the northern end of campus unless the additional acreage at the Department of Juvenile Justice site is purchased for further expansion.

4.1.2 2020 Program

If the historic growth rate in FTE continues through the time period 2015-2020, the space needs for the Dale Mabry Campus in 2019-2020 are projected to be 2,298,529 gsf which would be an additional increase of 667,346 gsf over the projected demand for 2014-2015, and an increase of 1,736,570 gsf over the existing campus. This is a tremendous amount of growth, which would require a significant level of capital and operating resources to achieve.

Moving forward, it will be important for Campus and HCC Administration to weigh carefully the demands to increase capacity against the desire maintain and improve the student experience. The Dale Mabry Campus Administration sees the 2014-2015 projected growth as a potential upper growth limit for the campus, and believes that further expansion without additional acreage would not be practical.

4.2 Urban Design/ Sustainability

As the College continues to grow, it will face increased competition for new students who will be choosing between a variety of different campus environments within the region. In order to ensure that HCC Dale Mabry continues to improve its competitiveness, there is a need to recognize the importance that providing a higher quality campus environment has upon the student’s, recruitment, retention and campus experience.

It has long been recognized that a location’s genus loci (e.g. sense of place) can affect a person’s well being and state of mind. Most memorable public facilities capitalize upon existing natural features or utilize techniques to enhance the public realm to improve a person’s pedestrian experience. The “public realm” is the combination and sequence of outdoor gathering places and pedestrian circulation systems that create the connections to major interior building space in a neighborhood or on a campus. Simply put, it is how you get to where you are going, after leaving the vehicle, where you enjoy hanging around and how relaxed or comfortable it makes you feel.

4.2.1 Urban Design Elements

To improve its students’ regular on-campus experience, the College should enhance public realm conditions on all of its campuses. At the Dale Mabry Campus, there are several important elements that relate to both the built and natural conditions at the campus that have great effect on an individual’s interaction with it. Within this section of the report, specific recommended design elements will be described. Figure 4.2.a below identifies the locations where additional imagery has been created to illustrate design improvements/installations that will improve the overall campus experience. Descriptions of these improvements are included in the sections below.
Pedestrian Circulation

As the Dale Mabry Campus continues to grow, the College should enhance pedestrian circulation throughout the campus property. As discussed in Section 4.1.2 above, the proposed 2015 program identifies the need for up to ten new buildings to provide adequate space for projected growth. Although it is unlikely that all of these buildings will be funded during the plan horizon, as each building comes online, it will be important to create new pedestrian connections that will connect the new facilities to the existing core campus. In addition, as funding becomes available, it is recommended that ongoing improvements to the existing pedestrian elements on campus (like the recent $539,700 courtyard improvements recently approved) to create aesthetic consistency between the new and the old facilities. Figure 4.2.b illustrates the proposed connection to Hawk's Landing between parking garages P2 & P3.

It is also recommended that careful attention be paid to parking lot design as the campus grows. The Master Plan recommends a reconfiguration of much of the existing parking, and the construction of significant new parking. Making more efficient use of surface parking layouts could provide up to a 5% increase in current spaces counts. As facilities are constructed and/or redeveloped, the associated reconfiguration of adjacent parking could
allow opportunities to create well-lighted and shaded (where possible) pedestrian pathways that can be traversed while minimizing potential conflict points.

Finally, as discussed more in the section below, as the formalized grouping of buildings begins to take shape to the northwest of the core campus, pedestrian circulation will be a key component to the design of this significant campus open space. This open area will allow for attractive and efficient connections between the core campus areas, the new buildings surrounding it, and the proposed parking facilities (surface lots and garages) along Lois Avenue.

- Gathering Spaces and Common Site Furnishings

The existing Dale Mabry Campus has several gathering spaces that allow students to congregate. As discussed above, the Board of Trustees recently approved improvements to some of the interior courtyard spaces within the Dale Mabry Campus, which will greatly enhance the spaces adjacent to the existing campus buildings.

Building construction will allow some significant opportunities to create new gathering spaces, which will occur at various scales throughout the campus. The most significant space will be located in the middle of the grouping of academic buildings (N-1, N-3, N-4, and N-5) that will be located west of the existing buildings. This campus green space, (illustrated in Figure 4.2.c) is envisioned to become a major new gathering space where a mixture of differing sized plazas and landscaped areas that allow opportunities for students, staff, and faculty to congregate during and between classes. The size of the space makes it an ideal candidate for
the programming of additional adjacent uses and it is recommended that any student serving uses (stores, restaurants, coffee shops, etc) be designed to open out onto the green.

Existing campus signs are also irregular in appearance and condition. The entire sequence of entry, procession, and arrival to the campus from both the vehicle and pedestrian standpoints needs to be thoughtfully planned. Creation of a common sign package with hierarchical treatments is needed and then could be programmed within the circulation routes in the campus.

The identification and use of standard bench and garbage collection receptacles throughout the campus would also improve the campus public realm. Currently there are several different types of seating and canisters provided. Identification of a standard typical set of furnishings would enhance the current condition and create a needed rhythm through the campus open spaces.

A standard landscape plant palette should be identified and used for all improvement projects within the campus. The College should require the use Native and Florida Friendly plant material species. These species would support naturalized water management techniques and limit the need for undue maintenance actions.

Figure 4.2.c: Bird’s Eye Perspective of Proposed Campus Green
4.2.2 Sustainability Elements

The College Administration has shown a commitment to advance sustainable practices within each of its campuses. For the purposes of this master plan, several techniques are identified that can add to the ongoing college wide activities to provide for a more sustainable future condition.

- Building Design and Construction

The College should continue its commitment to design and construct all future buildings and major renovations to meet LEED Silver development standards in new construction and in major renovation projects. While infill development of the urban campus requires building placements that accentuate the creation of a core campus area, buildings have been positioned in a manner that promotes day lighting, some on the east-west axis and others in spacing to provide for possible solar orientation.

- Ongoing Building Operations

The College should implement operations and maintenance programs to ensure that all facilities are operating at maximum efficiency. The College should consider achieving LEED Certification under the Existing Buildings Operations & Maintenance Program.

- Stormwater Drainage

The College should use low impact development standards to create stormwater treatment systems for future development. The use of open and vegetated stormwater drainage swales within parking lots provides for ground infiltration throughout the campus.

- Irrigation

For any remaining irrigation needs, the College should use reclaimed water if it becomes available from the City of Tampa.

- Landscape Materials

The College should use native and Florida Friendly landscaping to minimize the need for irrigation water and additional fertilizer/pesticide use within the campus.

- Lighting

The College should promote the use of day lighting within its buildings to minimize the need for energy use for electrical lighting. Exterior lighting should use solar array or LED fixtures where possible to reduce electrical demands.
4.3  Master Plan Phasing Options

The master plan process pays special attention to projects currently listed within HCC’s Capital Improvements Plan (CIP), the development of space through the remodeling of existing structures, and new facility needs as identified through the analysis of current and future programs as outlined in Section 3.0. This information is integrated into a master plan that acknowledges funding and initiatives already in place, while introducing new facilities and concepts (e.g. Public/Private Partnerships) that will guide HCC Dale Mabry in the coming years. The May 2010 Educational Plant Survey and Capital Improvement Program lists currently identify several improvements for the HCC Dale Mabry Campus.

4.3.1  Future Site Improvement Needs

In addition to programmed and future building renovations, new building, and expanded or renovated buildings, the campus master plan identifies needed site enhancement improvements that will add to the campus identity and function.

1) Develop acquired 26.2 acre site addition located on the north sector of the campus, to make it usable.

2) Construct 3,727 additional auto-parking spaces with hard surface, positive drainage and illumination.

3) Renovate areas around the existing pedestrian plaza and covered walkways between buildings 114 Science and 102 Humanities, 103 Gym and 113 Student Service and 106 Technology; to improve pedestrian flow and provide positive drainage.

4) Construct environmental and landscaping buffer and fencing along campus perimeter.

5) Renovate campus-wide underground utilities system; to include drainage.

6) Renovate campus-wide exterior signs and directories.

7) Renovate existing 2,908 parking spaces and areas around existing parking lots; to include improving traffic flow, comply with ADA requirements, provide adequate lighting and improve landscaping.

8) Renovate perimeter road along north side of main part of campus; improve traffic flow, drainage, and illumination; approximately 1.1 mile.

9) Construct Olympic-size swimming pool with diving well; for Diving & Business Technology program.

10) Construct jogging trail; approximately 1.5 miles; for physical education.
4.3.2 Future Campus Building Remodeling Needs

In addition to the new construction identified within the current programmed campus projects, the campus master plan identifies needed building remodeling and/or renovations of the following facilities to add to the campus identity and function.

1) Remodel Facility 101 - Social Science; Rooms 322, 322B & 324; as support service facilities and service areas; use codes 310, 315; zero student stations; 2,721 NSF.

2) Remodel Facility 101 - Social Science; Room 204; as classroom facilities and service areas; use codes 110, 115; PLUS 64 student stations; 1,750 NSF. (LESS 39 non-vocational student stations.)

3) Remodel Facility 102 – Humanities; Rooms 106 & 107; as humanities laboratory suite; use codes 210, 215; PLUS 29 non-vocational student stations; 1,432 NSF; as support service facilities and service areas; 580, 585, 630, 635, 640, 645, 650, 655, 680, 685, 710, 715, 720, 725, 730, 735, 740, 745; zero student stations; 232 NSF; (LESS 14 vocational student stations.)

4) Remodel Facility 102 – Humanities; Rooms 118, 118A, 118B, 118C, 118D, 118E, 118F, 118G & 118H; as human service laboratory suite; use codes 210, 215; PLUS 34 non-vocational student stations; 2,370 NSF; as building construction technology laboratory facilities and services areas; use codes 210, 215; PLUS 94 vocational student stations; 11,004 NSF; as office facilities and service areas; use code 310, 315; PLUS 94 vocational student stations; 11,004 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 2,248 NSF. (Less 61 vocational student stations & 15 non-vocational student stations)

5) Remodel Facility 105 - Library; Rooms 106 & 106A; as classroom facilities and services areas; use codes 110, 115; PLUS 66 student stations; 1,655 NSF

6) Remodel Facility 105 - Library; Rooms 318; as classroom facilities and services areas; use codes 110, 115; PLUS 33 student stations; 835 NSF

7) Remodel Facility 106 - Technology; Rooms 100C,101, 101A, 101B, 102, 102A, 103, 104,105, 111A, 114, 115, 115A, 116, 117, 119, 119A, 120, 121, 121A, 122, 123, 124, 124A & 125; as building construction technology laboratory facilities and services areas; use codes 210, 215; PLUS 94 vocational student stations; 11,004 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 2,248 NSF. (Less 61 vocational student stations & 15 non-vocational student stations)

8) Remodel Facility 106 - Technology; Rooms 206, 207, 208, 208A, 208B, 209, 218, 218A, 219, 220, 221, 222 & 222A; as engineering model making laboratory facilities and services areas; use codes 210, 215; PLUS 15 vocational student stations; 2,510 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 1,340 NSF. (Less 15 vocational student stations)

9) Remodel Facility 106 - Technology; Rooms 224, 225, 225A, 226, 226A, 227 & 227A; as civil engineering technology laboratory facilities and services areas; use codes 210, 215; PLUS 15 vocational student stations; 3,795 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 595 NSF. (Less 33 vocational student stations)
10) Remodel Facility 106 - Technology; Rooms 300, 300A, 300B, 301, 301A, 302, 306, 307, 308, 309, 310 & 311; as architectural & environmental design laboratory facilities and services areas; use codes 210, 215; PLUS 120 non-vocational student stations; 7,800 NSF; as support facilities and service areas; use code 580, 585, 630, 635, 640, 645, 650, 655, 680, 685, 710, 715, 720, 725, 730, 735, 740, 745; zero student stations; 368 NSF. (Less 216 classroom student stations)

11) Remodel Facility 106 - Technology; Rooms 362, 363, 364, 364A, 365, 365A & 372; as industrial management technology laboratory facilities and services areas; use codes 210, 215; PLUS 40 vocational student stations; 6,030 NSF; as support facilities and service areas; use code 580, 585, 630, 635, 640, 645, 650, 655, 680, 685, 710, 715, 720, 725, 730, 735, 740, 745; zero student stations; 340 NSF. (Less 43 vocational student stations)

12) Remodel Facility 106 - Technology; Rooms 409, 411, 412, 413, 414, 415, 415A, 416, 420, 421, 425, 425A, 426, 426A, 427, 428, 429, 430, 431, 432, 433, 434, 452, 453, 456, 457, 458 & 459; as architectural design & construction technology laboratory facilities and services areas; use codes 210, 215; PLUS 101 vocational student stations; 16,166 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 1,335 NSF. (Less 43 vocational student stations, 91 non-vocational student stations & 31 classroom student stations)

13) Remodel Facility 106 - Technology; Rooms 461, 461A, 461B & 462; as air traffic control laboratory facilities and services areas; use codes 210, 215; PLUS 20 vocational student stations; 2,495 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 893 NSF. (Less 19 vocational student stations)

14) Remodel Facility 106 - Technology; Rooms 463, 463A, 464, 464A, 465, 465A, 465B, 465C, 467, 467A, 467B & 4678C; as aircraft airframe maintenance laboratory facilities and services areas; use codes 210, 215; PLUS 20 vocational student stations; 4,530 NSF; as office facilities and service areas; use code 310, 315; zero student stations; 849 NSF. (Less 53 vocational student stations)

15) Remodel Facility 106 - Technology; Rooms 476 & 472; as office facilities and service areas; use code 310, 315; zero student stations; 1,512 NSF. (Less 17 vocational student stations)

16) Remodel Facility 113 – Student Service; Rooms 108, 110, 112 and 243; as student service facilities and services areas; use codes 310, 315, 410, 440 & 455; zero student stations; 3,379 NSF.

4.3.3 Future Campus Building Renovation Needs

1) Renovate: Facility 101 – Social Science Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 87,873 GSF. Excludes rooms recommended for remodeling elsewhere in this document.

2) Renovate: Facility 102 – Humanities Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 60,912 GSF. Excludes rooms recommended for remodeling elsewhere in this document.

3) Renovate: Facility 103 – Gymnasium Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 40,099 GSF.

4) Renovate: Facility 105 – Library Building, to include; roofs, exterior surfaces, mechanical electrical, HVAC, and telephone systems; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 57,469 GSF. Excludes rooms recommended for remodeling elsewhere in this document.

5) Renovate: Facility 106 – Technology Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 70,553 GSF. Excludes rooms recommended for remodeling elsewhere in this document. Excludes rooms recommended for remodeling elsewhere in this document.

6) Renovate: Facility 113 – Student Services Center, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 59,691 GSF. Excludes rooms recommended for remodeling elsewhere in this document.

7) Renovate: Facility 114 – Science Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 83,146 GSF.

8) Renovate: Facility 1051 – Dental Clinic Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 784 GSF. Excludes rooms recommended for remodeling elsewhere in this document.

9) Renovate: Facility 1052 – Tennis Complex Building, all rooms; pursuant to definition in Section 1013.01(18), Florida Statutes, and provisions of Section 423, State Requirements for Educational Facilities, of the Florida Building Code; 3,900 GSF.
4.3.4 Future Campus New Construction Needs

In addition to the current programming and future building renovations, the campus master plan identifies the following future new building needs that address expanded FTE and education programming.

1) Complete construction of campus-wide security alarm system; to include closed circuit video and connect all to district monitoring system.

2) Construct classroom and service facilities; use codes 110, 115; PLUS 2,945 student stations; 80,988 NSF; 115,035 GSF.

3) Construct computer classroom and service facilities; use codes 120, 125; PLUS 150 student stations; 4,050 NSF; 5,753 GSF.

4) Construct four (4) physiology laboratory suites; use codes 210, 215; PLUS 100 student stations; 7,200 NSF; 10,227 GSF.

5) Construct two (2) microbiology laboratory suites; use codes 210, 215; PLUS 41 student stations; 3,105 NSF; 4,410 GSF.

6) Construct two (2) anatomy laboratory suite; use codes 210, 215; PLUS 53 student stations; 3,765 NSF; 5,348 GSF.

7) Construct four (4) physical sciences laboratory suites; use codes 210, 215; PLUS 100 student stations; 6,900 NSF; 9,801 GSF.

8) Construct two (2) physics laboratory suites; use codes 210, 215; PLUS 64 student stations; 4,220 NSF; 5,994 GSF.

9) Construct one (1) chemistry laboratory suites; use codes 210, 215; PLUS 34 student stations; 2,220 NSF; 3,153 GSF.

10) Construct two (2) astronomy/meteorology laboratory suites; use codes 210, 215; PLUS 60 student stations; 4,000 NSF; 5,682 GSF.

11) Construct one (1) art history and appreciation laboratory suites; use codes 210, 215; PLUS 31 student stations; 1,340 NSF; 1,903 GSF.

12) Construct three (3) English speakers of other languages (ESOL) laboratory suites; use codes 210, 215; PLUS 80 student stations; 3,500 NSF; 4,971 GSF.

13) Construct three (3) writing laboratory suites; use codes 210, 215; PLUS 105 student stations; 5,025 NSF; 7,138 GSF.

14) Construct four (4) reading laboratory suites; use codes 210, 215; PLUS 215 student stations; 10,850 NSF; 15,411 GSF.
15) Construct one (1) math laboratory suites; use codes 210, 215; PLUS 45 student stations; 4,340 NSF; 6,165 GSF.

16) Construct four (4) business & management laboratory suites; use codes 210, 215; PLUS 120 student stations; 5,800 NSF; 8,238 GSF.

17) Construct four (4) computer & information science laboratory suite; use codes 210, 215; PLUS 120 student stations; 5,800 NSF; 8,238 GSF.

18) Construct one (1) diving & business recreation & tourism laboratory suites; use codes 210, 212, 215; PLUS 120 student stations; 33,750 NSF; 47,939 GSF.

19) Construct one (1) entrepreneurship laboratory technology laboratory suite; use codes 210, 215; PLUS 20 student stations; 690 NSF; 980 GSF.

20) Construct two (2) dental assisting laboratory suite; use codes 210, 212, 215; PLUS 42 student stations; 6,692 NSF; 9,505 GSF.

21) Construct one (1) dental hygiene laboratory suite; use codes 210, 212, 215; PLUS 15 student stations; 3,280 NSF; 4,659 GSF.

22) Construct one (1) medical laboratory technology laboratory suite; use codes 210, 212, 215; PLUS 15 student stations; 3,700 NSF; 5,255 GSF.

23) Construct seven (7) nursing (RN) laboratory suites; use codes 210, 212, 215; PLUS 105 student stations; 28,595 NSF; 40,616 GSF.

24) Construct two (2) nursing (LPN) laboratory suites; use codes 210, 212, 215; PLUS 30 student stations; 11,120 NSF; 15,795 GSF.

25) Construct one (1) occupational therapy laboratory suite; use codes 210, 212, 215; PLUS 15 student stations; 3,400 NSF; 4,829 GSF.

26) Construct two (2) physical therapy assistant laboratory suites; use codes 210, 215; PLUS 40 student stations; 5,000 NSF; 7,102 GSF.

27) Construct one (1) radiation x-ray technician laboratory suite; use codes 210, 212, 215; PLUS 16 student stations; 3,305 NSF; 4,494 GSF.

28) Construct one (1) radiation therapy laboratory suite; use codes 210, 212, 215; PLUS 30 student stations; 6,950 NSF; 9,872 GSF.

29) Construct one (1) medical clinical dosimetry laboratory suite; use codes 210, 212, 215; PLUS 20 student stations; 3,875 NSF; 5,504 GSF.

30) Construct two (2) nuclear medical technology laboratory suite; use codes 210, 212, 215; PLUS 30 student stations; 6,750 NSF; 9,588 GSF.
31) Construct four (4) diagnostic medical sonography laboratory suite; use codes 210, 212, 215; PLUS 60 student stations; 12,500 NSF; 17,755 GSF.

32) Construct four (4) ophthalmic laboratory suite; use codes 210, 212, 215; PLUS 60 student stations; 7,940 NSF; 11,278 GSF.

33) Construct one (1) mental health tech laboratory suite; use codes 210, 215; PLUS 15 student stations; 1,600 NSF; 2,273 GSF.

34) Construct one (1) emergency medical technician laboratory suite; use codes 210, 212, 215; PLUS 45 student stations; 10,005 NSF; 14,254 GSF.

35) Construct one (1) respiratory care therapist laboratory suite; use codes 210, 212, 215; PLUS 15 student stations; 2,325 NSF; 3,302 GSF.

36) Construct one (1) pharmacy assisting laboratory suite; use codes 210, 212, 215; PLUS 25 student stations; 4,100 NSF; 5,824 GSF.

37) Construct two (2) food and nutrition laboratory suite; use codes 210, 212, 215; PLUS 60 student stations; 7,250 NSF; 10,298 GSF.

38) Construct three (3) food management services laboratory suite; use codes 210, 212, 215; PLUS 60 student stations; 9,885 NSF; 14,041 GSF.

39) Construct one (1) accounting technology laboratory suites; use codes 210, 215; PLUS 20 student stations; 1,220 NSF; 1,733 GSF.

40) Construct eleven (11) business data processing laboratory suites; use codes 210, 212, 215; PLUS 220 student stations; 20,735 NSF; 29,452 GSF.

41) Construct one (1) Enterprise Resource Planning laboratory suites; use codes 210, 212, 215; PLUS 27 student stations; 2,326 NSF; 3,304 GSF.

42) Construct five (5) word processing laboratory suite; use codes 210, 215; PLUS 125 student stations; 9,250 NSF; 13,139 GSF.

43) Construct one (1) business sports management laboratory suites; use codes 210, 212, 215; PLUS 20 student stations; 1,765 NSF; 2,507 GSF.

44) Construct four (4) drafting technology laboratory suites; use codes 210, 215; PLUS 85 student stations; 9,060 NSF; 12,869 GSF.

45) Construct four (4) electronics technology laboratory suites; use codes 210, 212, 215; PLUS 88 student stations; 13,620 NSF; 19,346 GSF.

46) Construct three (3) commercial food, culinary arts laboratory suite; use codes 210, 212, 215; PLUS 60 student stations; 12,945 NSF; 18,387 GSF.
47) Construct two (1) social service (sign language) laboratory suites; use codes 210, 212, 215; PLUS 15 student stations; 3,890 NSF; 2,320 GSF.

48) Construct one (1) computer crime investigation laboratory suites; use codes 210, 212, 215; PLUS 15 student stations; 2,245 NSF; 3,189 GSF.

49) Construct one (1) education (teacher aide) laboratory suites; use codes 210, 215; PLUS 15 student stations; 1,745 NSF; 2,479 GSF.

50) Construct library facilities and service areas; use codes 240, 245, 410, 420, 430, 440, 455; zero student stations; 95,948 NSF; 136,285 GSF.

51) Construct audiovisual facilities and service areas; use codes 530, 535; zero student stations; 26,582 NSF; 37,757 GSF.

52) Construct auditorium/exhibition facilities and service areas; use codes 610, 615, 620, 625; zero student stations; 26,098 NSF; 37,070 GSF.

53) Construct student services facilities and service areas; use codes 630, 635, 650, 655, 660, 665, 670, 675, 680, 685, 690, 810, 830, 850, 895; zero student stations; 64,601 NSF; 91759 GSF.

54) Construct physical education facilities and service areas; use codes 520, 523, 525; zero student stations; 45,394 NSF; 64,478 GSF.

55) Construct office facilities and service areas; use codes 310, 315, 350, 355; zero student stations; 77,080 NSF; 109,484 GSF.

56) Construct support services facilities and service areas; use codes 580, 585, 630, 635, 640, 645, 650, 655, 680, 685, 710, 715, 720, 725, 730, 735, 740, 745; zero student stations; 35,854 NSF; 50,927 GSF.
4.3.5 Five-Year Master Plan Projected Build Out

The master plan identifies a five-year planning horizon that incorporates additions to existing academic buildings and new construction to satisfy the projected space needs by 2010. The following table includes the summary of master plan building square feet, parking and sequence of construction. The summary table is keyed by color to commercial, new academic, student residential and parking that corresponds to the master plan.

<table>
<thead>
<tr>
<th>Building Designation</th>
<th>Footprint Area (Sq. Ft.)</th>
<th>Floors (No.)</th>
<th>Gross Area (GSF)</th>
<th>Program GSF</th>
<th>Space Type</th>
</tr>
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<tbody>
<tr>
<td>Existing Building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>561,959</td>
<td></td>
<td>Per Educational Plant Survey</td>
</tr>
<tr>
<td>2015 Proposed Buildings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Programmed SF</td>
</tr>
<tr>
<td>N1 east</td>
<td>36,000</td>
<td>4</td>
<td>144,000</td>
<td>276,326</td>
<td>Allied Health/ Sports Medicine</td>
</tr>
<tr>
<td>N1 west</td>
<td>24,000</td>
<td>3</td>
<td>72,000</td>
<td>79,803</td>
<td>Culinary Arts and Hospitality</td>
</tr>
<tr>
<td>N2</td>
<td>26,400</td>
<td>3</td>
<td>79,200</td>
<td>91,759</td>
<td>Science Addition</td>
</tr>
<tr>
<td>N3</td>
<td>20,000</td>
<td>3</td>
<td>60,000</td>
<td>70,764</td>
<td>Student Services</td>
</tr>
<tr>
<td>N4</td>
<td>26,400</td>
<td>4</td>
<td>79,200</td>
<td>91,759</td>
<td>Business and Technology</td>
</tr>
<tr>
<td>N5</td>
<td>26,100</td>
<td>4</td>
<td>104,400</td>
<td>124,146</td>
<td></td>
</tr>
<tr>
<td>N6</td>
<td>25,200</td>
<td>4</td>
<td>100,800</td>
<td>105,197</td>
<td>Art History, ESOL, Writing Lab, Reading Lab, Math Lab, Sign Language Lab, Office, Teacher Aide, and General Classroom.</td>
</tr>
<tr>
<td>N7</td>
<td>31,200</td>
<td>4</td>
<td>124,800</td>
<td>136,285</td>
<td>Library Addition</td>
</tr>
<tr>
<td>N8</td>
<td>31,200</td>
<td>4</td>
<td>124,800</td>
<td>129,592</td>
<td>Technology Addition</td>
</tr>
<tr>
<td>N9</td>
<td>31,200</td>
<td>4</td>
<td>124,800</td>
<td>129,592</td>
<td>Exhibition Building (Auditorium and Audio/Visual</td>
</tr>
<tr>
<td>N10</td>
<td>31,200</td>
<td>4</td>
<td>124,800</td>
<td>67,478</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2015 Total</td>
<td>300,600</td>
<td></td>
<td>1,138,800</td>
<td>1,081,350</td>
<td>Programmed SF</td>
</tr>
<tr>
<td>2015 Totals</td>
<td></td>
<td></td>
<td>1,700,759</td>
<td>1,631,185</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>69,574</td>
<td>Additional SF Depicted</td>
</tr>
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### Table 4.3.b: HCC Dale Mabry Campus Master Plan
Parking Area Summary 2010-2015

<table>
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<tr>
<th>Parking Designation</th>
<th>Parking Spaces</th>
<th>Comments</th>
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<tr>
<td>Existing Spaces</td>
<td>2,908*</td>
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</tr>
<tr>
<td>HL1</td>
<td>418</td>
<td>Hawks Landing</td>
</tr>
<tr>
<td>SF1</td>
<td>432</td>
<td>Steinbrenner Field</td>
</tr>
<tr>
<td>S1</td>
<td>179</td>
<td></td>
</tr>
<tr>
<td>S2</td>
<td>279</td>
<td></td>
</tr>
<tr>
<td>S3</td>
<td>778</td>
<td></td>
</tr>
<tr>
<td>S4</td>
<td>164</td>
<td></td>
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<tr>
<td>S5</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>S6</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>S7</td>
<td>160</td>
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</tr>
<tr>
<td>S8</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>S9</td>
<td>505</td>
<td></td>
</tr>
<tr>
<td>S10</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>S11</td>
<td>404</td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>800</td>
<td>Replaces S1</td>
</tr>
<tr>
<td>P2</td>
<td>800</td>
<td>Replaces S5</td>
</tr>
<tr>
<td>P3</td>
<td>800</td>
<td>Replaces S6</td>
</tr>
<tr>
<td>P4</td>
<td>800</td>
<td>Replaces S7</td>
</tr>
<tr>
<td>P5</td>
<td>800</td>
<td>Replaces S10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,117</strong>**</td>
<td></td>
</tr>
<tr>
<td><strong>Project Spaces Needed</strong></td>
<td><strong>6,057</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Spaces Depicted</strong></td>
<td><strong>1,060</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Existing Spaces Counted as part of reconfigured lots  
** Includes Hawk's Landing and Steinbrenner Field parking

Continued refinement occurred during the master plan and phasing for improvements have been initiated relative to program requirements. The following preliminary phases are identified for preliminary consideration and may be modified based upon funding opportunities.

#### 4.3.5.1 Private Partnership Phasing

Initial development of the private partnership uses is envisioned to start first on the Front Yard Parcel along Dale Mabry Highway. HCC Administration has not finally determined the type of uses that could be placed on the property, but the focus will be to create synergy between the new
uses and existing or proposed academic programming. This synergy may include programs coordinated with the Culinary Arts facility (N-2) that could allow students “real world” experience to augment their classroom training.

The master plan (Map 4-A) shows approximately 171,000 square feet of space along the Dale Mabry Highway frontage, which could be used for public/private development. The plan recognizes the need for additional parking for these buildings, and has identified the conversion of S-1, a surface lot adjacent to the new Culinary Arts Building from a surface parking facility to structured parking. It is envisioned that this structured parking would only be constructed by private entities involved with the partnership and jointly used by HCC and any private tenants.

4.3.5.2 Academic Building Phasing

Building N-1 will house the Allied Health and Sports Medicine Facilities, which, once relocated, will allow for the renovation of the Technology Building (106) to be completed. N-1 will represent the first of a grouping of six buildings to the north and west of the existing core campus which will eventually frame the large campus green described above. Building N-2 will house Culinary Arts, and will create the easternmost academic facility on the campus. Buildings N-3 through N-7 will then develop completing southern and western academic expansion. Surface parking and three parking structures will need to be constructed along Lois Avenue to serve these buildings.

The growth to the north of the east/west road (N-8 through N-10) will occur as funding becomes available. As these buildings are constructed additional surface parking and a parking structure adjacent to Steinbrenner Field will be built in order to serve the north end of campus. The potential purchase of the Department of Juvenile Justice facility could alter the phasing if additional public/private partnership opportunities emerged.

4.3.5.3 Infrastructure Phasing

The final phase identifies completion of the campus with core campus build-out, completion of the active recreational uses, construction of multiple parking decks, and completed / connected pedestrian corridors.

See Maps 4-F through 4-J at the end of this Section.

A. Parking/ Circulation

The final physical master plan envisions a major north-south street network connecting Tampa Bay Boulevard to Steinbrenner Field and east-west to Lois Avenue. Completion of these streets is critical to the development of the new campus uses and identity. Completion of the east-west connector street paralleling Tampa Bay Boulevard completes the framing street system for the core campus. Surface parking lots can be modified to limit multiple direct connections to the street system and leave site development parcels available for building projects. Future transition of surface parking lots to parking structures will be required as the campus expands.
B. Stormwater

The existing stormwater management system needs to be modified to accommodate for the runoff generated with the new buildings, roadway improvements and additional surface parking lots proposed for future campus expansion. Several new ponds are estimated to be necessary, along with the relocation of existing ponds and re-routing of the runoff generated with the new impervious areas. Much of the existing storm water system on campus will need to be re-designed and relocated as many of existing surface lots are shown to be re-constructed to allow for additional parking. Surface drainage for the area of the proposed 2015 parking garages will have to be addressed in the interim. A storm water retention vault has been shown at the west end of the site where no proposed ponds are shown. Research and coordination with FDOT will need to be done to ensure the roadside swales adjacent to the project will be able to contain the additional discharge from future campus expansion. Refer to Map 4-H showing a schematic layout for the proposed storm water system. Pretreatment swales have been shown in some of the surface lots as an alternative to storm pipe.

The use of a master surface water permit would increase the use of land, reducing the amount of small ponds required for the development of different areas. The construction of master ponds allows developing areas on campus that may not have the physical space to accommodate for a pond, such as is the case of the residential lot (R1), located west of Lois Avenue.

Ponds are to be sized based on City of Tampa and Florida Department of Transportation criteria, depending on the location of the point of discharge.

C. Water

The construction of the onsite water distribution system is usually based on the construction phasing of the future buildings; however in order to maintain adequate pressures and chlorine residual levels, additional lines will need to be built to loop the system, as much as possible. Refer to Map 4-J showing a schematic layout for the future water lines to serve the future buildings. The existing master water meter may need to be updated to accommodate additional demand generated by future buildings.

D. Sanitary Sewer

Coordination with the City of Tampa Sanitary Sewer Department will be necessary as specific building proposals are identified to ensure that adequate available capacity exists. Future gravity lines are to tie into the existing sanitary system. An existing lift station is located on the east side of the property, however additional research of capacity levels will need to be done to determine if an additional lift station will be required for the site, or if the existing can be upgraded. Refer to Map 4-I showing a schematic layout for the future gravity lines to serve the future buildings. Also a proposed lift station location has been shown.
E. **Chilled Water**

Chilled water systems expansion is anticipated to occur as part of the plant expansion. A looped system should be considered surrounding the perimeter of the core academic campus that links to the existing chiller. The looped system will provide needed pressure regulation and permit the linear extension of service to the remote Borden Parcel and Front Yard Parcel. Future expansion of a secondary looped system is needed to service the W.T. Edwards academic campus expansion. Line locations should be established within the east-west and north-south pedestrian walkways and link all buildings within the campus.
PROPOSED CONDITIONS
WATER INFRASTRUCTURE

LEGEND
CAMPUS AREA
EXISTING BUILDINGS
PROPOSED 2015 BUILDINGS
PROPOSED PUBLIC/PRIVATE BUILDINGS
PROPOSED STORMWATER PONDS
EXISTING STORMWATER PONDS
WATER INFRASTRUCTURE
EXISTING POTABLE WATER
PROPOSED POTABLE WATER
EXISTING FIRE LINE
PROPOSED FIRE LINE

BUILDING KEY
101- DSSC, SOCIAL SCIENCES
102- DHUM, HUMANITIES
103- DGYM, GYMNASIUM
105- DLRC, LEARNING RESOURCES CENTER
106- DTEC, TECHNOLOGY BUILDING
107- DSCP, SUPPORT SERVICES CENTER
114- DSCS, SCIENCE
115- PHYSICAL PLANT
116- FLAMMABLE STORAGE
120- RECEIVING BUILDING
1501- TENNIS FACILITY
1503- TENNIS COMPLEX
1505- RAQUETBALL COURT
1506- HAWKS LANDING COURTS
N1-N10- PROPOSED CAMPUS BUILDINGS
C1-C3- PROPOSED PUBLIC/PRIVATE BUILDINGS
S1-S11- PARKING FIELDS
SF1- STEINBRENNER FIELD PARKING
HL1- HAWKS LANDING PARKING
P1-P5- PARKING GARAGES

MAP 4-J
1"=300 FEET
5.0 Sources


- Annual Population Growth
- Housing Unit Projections
- Industrial, Commercial and Service Employment Projections
- County Rankings for Long-Term Economic Forecast
- Employment Growth Rate
- Employment Level

Career Infonet – Occupations Requiring Post-Secondary Training or an Associate’s Degree – Florida.

City of Tampa Urban Development Department & Hillsborough County City-County Planning Commission (2004). *Drew Park Community Redevelopment Plan*. Tampa, FL.


Hillsborough County QuickFacts from the U.S. Census Bureau.

Hillsborough County Metropolitan Planning Organization (2005-2009). Transportation Improvement Program. Tampa, FL.


The National Information Center for Higher Education Policymaking and Analysis:
- Public High School Graduation Rates
- 18 to 24 Year Olds with a High School Diploma of Equivalent
- Bachelor’s and Associate Degrees Awarded in Registered Nursing per 1,000 Nursing Occupations for 2001
- In-State Degree Production by Selected Field Per 1,000 Occupations
- Projections of the Working Age Population (Ages 18-64) - % Change from 2000 to 2025
- Families in Poverty
- College-Going Rates of High School Graduates – Directly from High School
- Percent of Total Population Enrolled in College
- Import/Export Ration of College-Going Students
- 9th Graders Chance for College by Age 19
- Projections of Retirement Age Population - % Change from 2000 to 2025
- Three Year Graduation Rates for Associate Students – 2002

School District of Hillsborough County, Tampa, FL.
- Pupil Membership Survey
- Adult Training Catalog


Statistics Profile for the School District of Hillsborough County as Published by the Gibson Consulting Group, Inc.


Hillsborough Community College 2009 Fact Book.
Appendix A

Existing Campus Building Footprints
Dale Mabry Campus Building #103
Gymnasium-DGYM
2nd Floor Plan
HILLSBOROUGH Community College

Dale Mabry Campus
Building 105-DLRC
Library/Learning Resources Center
3rd Floor Plan
<table>
<thead>
<tr>
<th>NO.</th>
<th>NO.</th>
<th>NAME</th>
<th>TYPE</th>
<th>STATUS</th>
<th>CONDITION</th>
<th>GSF</th>
<th>OWNERSHIP</th>
<th>HOLDING</th>
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<tbody>
<tr>
<td>1</td>
<td>101</td>
<td>SOCIAL SCIENCES BLDG</td>
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<td>PERM</td>
<td>REM-A</td>
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<td>FEE SIMPLE</td>
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<tr>
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OWNED BUILDINGS: 563,441
OWNED JOINT USE BUILDINGS: 0
UNOWNED BUILDINGS: 0
Dale Mabry Campus Building -114
Sciences Building -DSCS
1st Floor Plan
Dale Mabry Campus Building 114
Science & Laboratory Building - DLAB
2nd Floor Plan - North Wing
Dale Mabry Campus Building #101
Social Science Building - DSSC
3rd Floor Plan
Dale Mabry Campus-Bldg 106
Technology Building-DTEC
1st Floor Plan – North Wing