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**Board of Trustees**

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Mr. Daniel M. Coton  
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WilsonMiller, Inc.  
Urban Studio Architects, Inc.
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Executive Summary

Purpose

In the fall of 2009, Hillsborough Community College (HCC) initiated an update of the Brandon Campus Master Plan. This Executive Summary provides an overview of the master planning process, identifies the campus's future 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 Brandon 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 existing information relating to land use relationships, infrastructure availability, and physical environs. The conditions were documented in print, and will also be included within a geographic information system that will provide campus personnel with digital access to the files.

B. Environmental Scanning

Demographic and trends analyses were developed based upon 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 Educational Plant Survey, a five-year campus full-time equivalent (FTE) enrollment projection of 4,448 was identified and addressed during the design phase of the project.

C. Campus Planning Team Participation

In November 2009, a workshop was held with the Brandon Campus Master 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 Community Meeting was held with representatives of the Brandon Campus Planning Team, local community organizations, and businesses. This meeting identified concerns
to be addressed and opportunities to be explored. Input taken from the meeting were incorporated into the physical master plan.

E. Master Plan Elements

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

- Concentration of campus expansion with new academic buildings and additions located close to the existing core campus to reinforce and define a traditional campus experience.
- Creation of a new ceremonial access from the re-aligned northern access intersection.
- Complete north end of campus with new signature building and pedestrian plaza.
- Utilize Interstate frontage with new buildings facing I-75, as HCC iconic campus/corporate architecture.
- Provide building cluster in southern end of campus around existing stormwater pond and plaza.
- Ensure wetland areas are accommodated.
- Ensure covered walkway connections are incorporated into building design.
- Utilize stormwater ponds as aesthetic features on campus.
- Establish linked walking trails throughout the campus.

HCC Brandon Campus 2015/2020 Master Plan
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 Committee 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.

Groundbreaking ceremonies for the existing HCC Brandon-Campus were held in 1988. Phase 1 of the campus included the construction and development of the Science, Administration and Physical Facilities Buildings. Phase 2 of the campus development was completed in 1995, with the construction of the remaining four buildings. By April of 1995 all faculty, staff and students that had been previously housed at the Pinebrooke Facility were moved to the new campus.

1.2 Historic and Archeological Resources

A cursory review of web based data and interview of HCC Staff did not identify any specific historic or archeological resources on the Brandon Campus.

1.3 Campus Location

The HCC Brandon Campus is located in Section 8, Township 29S, Range 20E of Hillsborough County, just west of Interstate 75 and south of Broadway Avenue. While the campus lacks a clearly defined entrance with discernable directional signs, it is generally bounded by Columbus Drive on the south and Falkenburg Road to the west.

See 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.

1.5 Brandon Campus Vision

The Brandon Campus of Hillsborough Community College fosters learning experiences through university parallel, technical, and continuing education programs designed to enhance the potential of a community that embraces a greater tomorrow.
2.0 Analysis of Existing Campus Conditions

2.1 Academic Programs and Enrollment

Discussions were held with HCC Brandon officials related to the current programs offered at the campus, as well as those areas where the college desires to expand their programs.

2.1.1 Academic Programs

The Associate in Arts (A.A.) degree is designed primarily to meet the requirements for a student to transfer to the upper division level of a college or university to pursue a Bachelor's degree in a liberal arts or science discipline. These degrees require completion of 36 general education credits and at least 24 elective credits, for a total of 60 credit hours. The A.A. allows students the significant freedom in choosing elective courses in pursuit of their degree.

The Associate in Science (A.S.) degree requires 60 credit hours and are degrees are designed to prepare students for employment. Students that have earned an A.S. or A.A.S degree may be able to transfer some of their credits to a senior institution, if a four-year degree is pursued. Florida public universities now accept seven A.S. degrees to transfer to programs to their institutions. These include Hospitality and Tourism Management, Computer Engineering, Electronics Engineering Technology, Nursing, Business Administration, Radiography and Criminal Justice.

In addition to the general transfer degree, the campus 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 comprise 21 of the 60 credits needed for graduation. The remaining courses in an A.A.S. program focus on the areas of knowledge and acquisition of skills needed to enter a chosen occupational field.

A. Associate in Arts

The Associate in Arts degree is a general education degree, which is administered under the Academic Affairs Department at the Brandon Campus. The department offers classes in the following:
- Biology
- Chemistry
- Drama
- Earth Sciences
- English
- Humanities
- Math
- Physics
- Psychology
- Sociology
- Spanish
- Theater

In addition to the degree and certificate programs, Brandon also offers a large preparatory program for students out of high school needing remediation.

The Associate in Arts Program is growing rapidly, and it is becoming more difficult to accommodate the growth. The department struggles on a regular basis with scheduling and the availability of science labs and math classrooms.

National trends indicate that an increased focus on science and mathematics will continue. The need for classrooms with multiple sources of technology for faculty and students is a high priority for Hillsborough Community College remain competitive and responsive to workforce needs, the department monitors expansion possibilities on a regular basis.

B. Associate in Science

The Associate in Science Program offers a wide variety of technical degrees and certificate programs, which are typically designed to respond to workforce needs. Currently the department offers Associate in Science Degrees and Associate in Applied Science Degrees in:
- Accounting Technology,
- Aquaculture,
- Business Administration-Management,
- Business Administration-International Business,
- Business Administration-Marketing,
- Computer Information Technology,
- Computer Programming,
- Database Technology-MCDA,
- Database Technology-MCSD,
- Database Technology-OCDA,
- Database Technology-OCDD,
- Digital Media/Multimedia Technology,
- Internet Services Technology-Web Services,
- Internet Services Technology-Web Developer,
- Internet Services Technology-Web Designer,
- Internet Services Technology-E-Commerce Support,
- Manufacturing Technology,
- Network Administrator-CISCO,
- Network Administrator-MCSE,
- Network Administrator-Unix/Linux,
- Office Administration-Office Management and
- Office Administration- Office Systems Technology.
In addition to the Associate in Science Degrees, the department also offers a variety of technical certificates including,
- Accounting Applications,
- Aquaculture Technology,
- Business Management,
- Business Operations,
- Business Specialist,
- Cisco CCNA-CCC,
- Computer Programming,
- Computer Programming Specialist-CCC,
- Digital Multi-media Authoring,
- Instructional Technology,
- Multimedia Presentation,
- Multimedia Production,
- Multimedia Web Production,
- Information Technology Analysis,
- Information Technology Management,
- Information Technology Support Specialist,
- Information Technology Technician,
- Internet Services Technology E-Commerce Support,
- Internet Services Technology-Web Designer, and
- Internet Services Technology- Web Developer.

The department administers large number of programs, and classes are dispersed throughout the campus. In addition, space has been utilized at the Pinebrooke Facility located to the south of campus on Columbus Drive. This facility is where the Florida Advanced Technology Education (FL-ATE) program is housed. In addition to the Pinebrooke Facility classes, the department offers a corporate program. The Corporate Program gives HCC Professors the opportunity to teach classes at local corporations. Class times are scheduled around employee lunch breaks and other convenient times before and after work.

Within the Associate in Science Department, the majority of the programs have not experienced any major changes in growth trends. During a campus administration work session, the expansion of the Computer Science Program and the Business/Accounting Program was identified as a goal over the next few years. In addition, according to the administration, a few A.S. programs are being re-aligned to accommodate the growth fluctuations. Both the Aquaculture and the Manufacturing Technology Programs are being re-designed to better meet workforce development needs. Furthermore, to remain competitive and responsive to workforce needs, the department monitors expansion possibilities on a regular basis.

C. Florida Advanced Technology Education Program (FL-ATE)/ National Science Foundation Advanced Technology Program (NSF-ATE)

HCC Brandon received a planning grant was awarded by the National Science Foundation (NSF) in April 2002. These funds are being used to merge existing attributes within the State of Florida to produce a focused and successful proposal for a National Science Foundation Advanced
Technology Education (FL-ATE) initiated ATE Regional Center for Manufacturing. The proposed NSF Center will use its federal grant funds to establish a statewide organization that can create and facilitate an optimal high tech manufacturing education delivery system to develop and enhance the State's manufacturing workforce.

The State of Florida has the fourth largest population in the country, with an official 2002 estimate of 16.7 million. Florida is expected to rise to the third most populous state by the year 2010. Over ten percent of its workforce of more than seven million is involved in manufacturing and related industries that are dominated by high technology business sectors.

### 2.1.2 Enrollment

HCC Institutional Research Group is charged with the task of collecting and disseminating enrollment and demographic information for the HCC System. During the 2008-2009 academic year, the department reported 10,264 credit, 624 non-credit, and 568 recreation and leisure students enrolled at the Brandon Campus.

| Table 2.1.a: HCC Brandon Campus Headcount Totals 2004-2009 |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Credit                    | 9,243     | 9,191     | 9,432     | 9,706     | 10,264     |
|                           | 84.7%     | 85.9%     | 86.2%     | 86.7%     | 89.6%      |
| Non-credit                | 919       | 540       | 606       | 742       | 624        |
|                           | 8.4%      | 5.1%      | 5.5%      | 6.6%      | 5.4%       |
| Rec. & Leisure            | 745       | 965       | 902       | 744       | 568        |
|                           | 6.8%      | 9.0%      | 8.2%      | 6.6%      | 5.0%       |
| **Total**                 | 10,907    | 10,696    | 10,940    | 11,192    | 11,456     |

As the table illustrates, the overall headcount dropped somewhat from the 2004-2005 numbers, but recovered quickly, and has been growing since. As the headcount has begun to rise again, the proportion of students in credit courses has increased over those that are in non-credit programs.

The Full Time Equivalent (FTE) trends over the last five years have also tracked along with those of overall headcount, with a small decrease experienced in the 2005-2006, followed by steady increases. This information is shown in Table 2.1.b below.

| Table 2.1.b: HCC Brandon Campus Full Time Equivalent (FTE) Totals 2004-2009 |
|-----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Credit                    | 3,007.5  | 2,991.4  | 3,153.8  | 3,172.9  | 3,267.7  |
|                           | 98.6%   | 98.5%   | 98.8%    | 98.4%    | 98.5%    |
| Non-credit                | 42.5     | 44.7     | 38.8     | 52.6     | 49.3     |
|                           | 1.4%    | 1.5%    | 1.2%     | 1.6%     | 1.5%     |
| **Total**                 | 3,050.0  | 3,036.2  | 3,192.6  | 3,225.4  | 3,317.0  |
While there has been some fluctuation, 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

HCC Brandon Campus is located in unincorporated Hillsborough County between Columbus Drive and Broadway Avenue. Brandon is a rapidly growing suburban community offering a variety of opportunities and amenities. The area consists of single-family and multi-family residential homes, shopping centers, office parks, small local businesses, and a regional mall. Since HCC Brandon Campus broke ground in 1990, the Brandon area has grown by nearly 19,910 residents (1990 population was 57,985 and 2000 population was 77,895). Census data from the American Community Survey estimate the 2008 population of Brandon as 92,512.

2.2.1 Surrounding Community Context

A. Brandon

The area immediately surrounding the Brandon Campus contains a mix of uses, including: The Sabal Center/Highland Park Business Centers, the Hillsborough County Sheriff’s Department, Citicorp North America, Westfield Shopping Center, Tampa Bay Water and the Brandon Ice Sports Forum.

B. Hillsborough County

HCC Brandon Campus is located in Unincorporated Hillsborough County. Hillsborough County measures 1,051 square miles, and includes (3) incorporated cities, Tampa, Temple Terrace, and Plant City. Hillsborough County, and specifically the Brandon area, is a rapidly developing area with a diverse residential population.

See Map 2-A Surrounding Area Map

2.2.2 Surrounding Major Uses

In this section, specific major uses both within Brandon and the surrounding communities will be summarized.

A. Sabal Center/ Highland Park

Sabal Center and Highland Park business parks encompass approximately 250 total acres. The sites include a mixture of office and retail space. The business parks are located northwest of the HCC Brandon Campus, and are generally bordered by Dr. Martin Luther King Jr. Boulevard to the north, Falkenburg Road to the east, Broadway Avenue to the south and US 301 to the west.
B. Hillsborough County Sheriff's Department and Jail

The Hillsborough County Sheriff’s Department is located southwest of the Brandon Campus on Falkenburg Road. The Sheriff’s Department facilities sit on 263 acres and include the County’s primary processing complex and administrative offices for the Sheriff.

C. Citicorp

Citicorp is located North of the Brandon Campus on Broadway Avenue. The site totals 91 acres and is zoned PD (Planned Development), PD-MU (Planned Development-Multi-Family).

D. Brandon Ice Sports Forum

The Brandon Ice Sports Forum is located south of the Brandon Campus, off Interstate 75. The Forum consists of two National Hockey League (NHL) regulation ice rinks, which are utilized for USA Hockey programs and figure skating events. The Brandon Ice Sports Forum is the official training facility of the Tampa Bay Lightning and is host to many of the NHL teams that visit Tampa Bay.

E. Westfield Brandon Mall

The Westfield Shopping Center is a regional shopping facility located southeast of the Brandon Campus on State Highway 60. The center attracts customers from across the region and employs many local residents.

F. Tampa Bay Water

Tampa Bay Water is a special district created by Interlocal Agreement to supply wholesale water to Hillsborough, Pasco and Pinellas County. Tampa Bay Water has three Office Locations: Brandon, Clearwater, and Cypress Creek. Cypress Creek serves as the Operations Center. The Brandon site encompasses many acres and serves as a major water supplier for the Tampa Bay Area. Specifically, the Brandon wells, the Brandon South Central Connection, and the South Central Intertie are located on site.

2.2.3 Regulatory Issues

The land use regulations currently in place on the HCC Brandon Campus are reflective of its location and surrounding uses, as well as the status of the campus as a public institution.

2.2.3.1 Jurisdiction

The Hillsborough Community College Brandon Campus is located within unincorporated Hillsborough County. The County’s Planning and Growth Management Department office oversees the Zoning of the property, and the Hillsborough County City-County Planning Commission regulates Future Land Use. Hillsborough County Environmental Protection Commission (EPC) regulates the wetlands located on campus and must permit any impacts.
2.2.3.2 Zoning

HCC Brandon Campus consists of two different zoning designations: Business Professional Office (BPO) and Manufacturing (M).

- **Business Professional Office (BPO)**

  The softball field and head-start facilities located east of the main campus are zoned Business Professional Office (BPO). This zoning district allows for office and professional service uses with moderate impacts to surrounding properties due to primarily daytime operations, low to moderate trip generation and the absence of significant impacts due to noise, light, or air pollution.

- **Manufacturing (M)**

  The main HCC-Brandon Campus is zoned Manufacturing (M). The characteristics of uses in this category are broad and include large or extremely large lots, where manufacturing, processing, storing, or distribution of goods occur.

According to the Hillsborough County Land Development Code, minimum dimensional requirements for the Manufacturing (M), Business Professional Office (BPO) zoning are as follows:

<table>
<thead>
<tr>
<th>Non-Residential Districts</th>
<th>Lot Size</th>
<th>Required Yards</th>
<th>Max. Density (FAR)</th>
<th>Max. Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>M12</td>
<td>100’</td>
<td>20,000</td>
<td>30’&lt;sup&gt;13&lt;/sup&gt;</td>
<td>0.40</td>
</tr>
<tr>
<td>BPO</td>
<td>70’</td>
<td>7,000</td>
<td>30’</td>
<td>0.20</td>
</tr>
</tbody>
</table>

Source: Hillsborough County Land Development Code

8. Structures with a permitted height greater than 20 feet shall be set back an additional two feet for every one foot of structure height over 20 feet. In SPI-AP-1, AP5, and AP-V this requirement applies only to in-terminal hotels/motels. The additional setback shall be added to setbacks or buffers which function as a required rear and side yard as established in the Schedule of Area, Height, Bulk and Placement Regulations.

10. Yards shall be as required in 6.01.03, 6.06.06, and 6.11.00 by use.

11. For non-residential districts abutting residential districts, buffers shall be increased over the required buffer area one foot for very ten feet of building length over 100 feet which is adjacent to those buffers. Parking, drives and retention areas are permitted in these increased buffer areas.

13. Required front yards shall be 50 feet across when across from residentially zoned property or areas with residential land use designations based on the Comprehensive Plan.
2.2.3.3 Future Land Use

- Urban Mixed Use 20 (UMU-20)

  Permitted Uses
  Residential, regional scale commercial uses such as a mall, office, and business park uses, research corporate park uses, light industrial, multi-purpose and clustered residential and/or mixed-use projects at appropriate locations. Agricultural uses may be permitted pursuant to policies in the agricultural objective areas of the Future Land Use Element.

  Density
  This category allows a maximum of 20 dwelling units per acre. No minimum lot size is required to support the concept of clustering and preservation of open spaces left in a natural state.

2.2.3.4 Urban Service Area

HCC Brandon Campus is located within the Urban Service Area (USA), which was established in 1993 by the Hillsborough County Board of County Commissioners. The USA 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 (utilities, transit, schools, etc.).

2.2.3.5 Environmental

Recent wetland surveys and permitting data completed by others, have identified the limits of approximately 2.19+ acres of wetlands located within the HCC Brandon Campus boundary. These wetlands lie primarily to the northwest of the new Student Services Building. In addition to the wetland areas, several drainage cuts bisect the northern portion of the undeveloped property and have been claimed as part of a previous United States Army Corp of Engineers (USACOE) permitting. These areas and associated floodplain are described within the stormwater management portion of this master plan.

2.2.3.6 Lease Agreements

The college provides short-term rentals of classrooms and large meeting rooms to corporations for training sessions.

2.2.3.7 Florida Statute Requirements

Florida Statute Section 1013.31 requires that an Educational Plant Survey be completed at least every five years in order to help in formulating plans for housing of future educational programs. The only means which Public Education Capital Outlay (PECO) can receive funding by a community college is if the money requested correlates to a project outlined in the Educational Plant Survey recommendations.
2.3 Campus Organization and Character

2.3.1 Campus Acreage

The Brandon Campus now includes eleven parcels:

<table>
<thead>
<tr>
<th>Folio Number</th>
<th>Acres (+/-)</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>65622.0000</td>
<td>14.49</td>
<td>Softball field</td>
</tr>
<tr>
<td>65681.0500</td>
<td>39.86</td>
<td>Main Campus</td>
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<td>11.49</td>
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</tr>
<tr>
<td>Total</td>
<td>81.29</td>
<td></td>
</tr>
</tbody>
</table>

Source: Hillsborough County Property Appraiser, Dec. 2009

Since the completion of the Brandon Campus Master Plan approved in 2005, the campus has increased in size by approximately two acres as a result of land purchases along Falkenburg Road. The total size of the Campus is approximately 81.3± acres.

See Map 2-B for the Campus Plan Map

2.3.2 Existing Buildings

When the campus was initially planned, development was outlined to occur in three distinct phases: short, intermediate and long term. The Student Services Building has been constructed, and opened in March of 2006. Besides the Student Services Building, the Administration Building has expanded which added 10,000 square feet to the existing structure.

- Building 601 - Science Building (BSCI)
- Building 602 - Administration Building (BADM)
- Building 603 - Academic Building (BACA)
- Building 604 - Humanities Building (BHUM)
- Building 605 - Technology Building (BTEC)
- Building 606 - Library Building (BLRC)
- Building 607 - Physical Plant Building (BPPL)
- Building 611 - Softball Field
- Building 612 - Athletic Storage
- Building 614 - District Central Receiving Facility
- Building 608- Student Services Building
The Science, Administration, and Physical Facilities Building were completed in 1991 during Phase One of campus construction. The remaining four buildings, the Academic Building, the Humanities Building, the Technology Building, and the Library Building, were completed in 1995.

The Science Building is a two-story structure that contains 33,215 gross square feet of space and includes the Honors Institute lounge, a student lounge, an anatomy laboratory, a biology prep room, a biology computer lab, a biology stock room, an earth science lab, a physics laboratory, classrooms, and offices.

The Administration Building is a two-story structure that contains 26,265 gross square feet of space and houses the President’s Office, the Dean’s Offices, the Student Services Offices, a test center, and a custodial office.

The Academic Building is a two-story structure that contains 26,357 gross square feet of space and houses classrooms, computer labs, and offices.

The Humanities Building is a two-story structure that contains 27,562 gross square feet of space and houses a telemarketing laboratory, a writing center, the campus server, a distance-learning classroom, and several regular classrooms.

The Library Building is a two-story structure that contains 29,067 gross square feet of space, and includes the main library, a development math lab, a faculty and staff lounge, offices, and classrooms.

The Student Services Building is a two-story structure that contains approximately 54,700 gross square feet and includes of space, and houses the Student Services Department. The building includes several offices, an auditorium and an eating area for students.
2.3.3 Off-Site Facilities

The HCC Brandon Campus will be utilizing space (6 instructional classrooms) within the Brandon Community Advantage Center, which is currently under construction in the Winthrop development off of Watson Road. The final programming for the classrooms has not yet been determined, but it is likely that the facility will be used for general education classes. See Figure 2.3.d below for the facility location.
2.3.4 Recreation and Open Space

HCC Brandon Campus has several small courtyard areas that serve as student recreational space. Students utilize the space during the day for studying, socializing, and relaxing between classes. In addition, there is a fitness center located in the Humanities Building, which gives students the opportunity to work out. Softball fields are located in the southwestern corner of the property and are used by the HCC Softball Team.

2.3.5 Safety and Security

Hillsborough Community College operates a closed-circuit television security system. During a discussion in November 2009, the Brandon Campus Administrators did not identify any serious security issues. The main problem the campus currently faces is the open layout of the campus and late night classes.

Emergency call boxes are currently being installed throughout the campus to improve security. Brandon will receive 12 of these call boxes.

2.4 Existing Infrastructure

This section covers the transportation system on and off of HCC Brandon campus, as well as current infrastructure related to stormwater, sanitary sewer, potable water, and communications systems. Much of the information relating to these components has been retrieved from the HCC Brandon Master Plan from 2005.

2.4.1 Parking/ Circulation

The HCC Brandon Campus is exclusively a commuter campus at this time. With the exception of the single-family housing located adjacent to the west of the main campus, housing with pedestrian access to campus is extremely 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.

See Map 2-C Parking/Circulation Map
2.4.1.1 Adjacent Roadways Level of Service (LOS)

The HCC Brandon Campus currently has three peripheral roads: Columbus Drive, Falkenburg Road and Broadway Avenue. According to Hillsborough County and the City of Tampa, Level of Service (LOS) on the following roads is as follows:

- Falkenburg Road (Broadway Avenue to State Road 60/Adamo Drive) – LOS D
- Broadway Avenue (Orient Road to Falkenburg Drive) – LOS B

There are currently no funded improvements planned for any of these roadway facilities.

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 Columbus Drive. Currently this roadway provides the only access to the campus. The campus bordered by small-scale residential and commercial uses. The quality of the campus entry drive is limited due to the existing conditions.

During the reporting time period, the College has initiated plans to create a new, primary campus entrance that is linked to Falkenburg Road. The College acquired additional properties, and processed right-of-way vacate application to Hillsborough County to create a four-way intersection with the existing Reeves Road. County staff identified additional requirements for off-site transportation improvements to the Falkenburg Road facility.

These improvements were determined not to be fundable through the College’s typical PECO improvement source and the application process was left at an impasse. The need for additional and better campus access still exists. Determination of alternative funding sources, or programmed improvement through the County’s capital improvement program is needed to complete these improvements.

2.4.1.3 Parking

Because HCC-Brandon is a commuter campus, large amounts of land have been allocated to serve the vehicle parking needs of the student body. The central campus is nearly completely surrounded by surface parking lots. In all, there are 1,027 parking spaces on the site. The table below summarizes their distribution and existing parking deficits.
### Table 2.4.a

<table>
<thead>
<tr>
<th>Parking Space Type</th>
<th>Number of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>880</td>
</tr>
<tr>
<td>Staff and Faculty</td>
<td>122</td>
</tr>
<tr>
<td>ADA</td>
<td>18</td>
</tr>
<tr>
<td>Visitor/vendor</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,027</strong></td>
</tr>
</tbody>
</table>

Source: HCC Facilities Department

### 2.4.1.4 Transit

HARTline Bus Route 37 serves the HCC-Brandon Campus. Route 37 runs from Westfield Shoppingtown to the Netpark transfer center. On weekdays, it runs from 6am to 7pm on 45-minute headways and on Saturday from 7am to 7pm on hour headways. There is no service on Sunday. The service makes approximately 22 eastbound trips to the campus during the weekdays and 13 westbound trips during normal weekdays. Transit stops are located both on Columbus Drive and on-site, directly in front of the main campus.

![HARTline Bus Route 37 serves the HCC-Brandon Campus.](image)

![Route 37 runs from the Westfield Shoppingtown to the Netpark transfer center.](image)

### 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. The site orientation and limited reference points could be improved through a wayfinding signage system.

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, or adjacent amenities (e.g. HCC District wide Parking Facility and Overflow parking lots). As a result there is
little pedestrian activity outside the central classroom buildings, with the exception of movement to and from parked vehicles.

2.4.2 Stormwater

The campus has been master-planned for stormwater management through the Southwest Florida Water Management District (SWFWMD). The stormwater improvements shown in the Master Plan were completed in 1991 under Permit #494615.00. The revised Master Plan includes the construction of an additional pond (Pond 50) under Permit #494615.01. Pond 50 has since been modified under Permit #494615.02 to accommodate additional runoff from the new central receiving and storage facility.

With the exception of Pond 50, the stormwater management ponds eventually drain to the FDOT ditch system adjacent to Interstate 75. Pond 50 discharges directly into the north south ditch running through the center of the property. This ditch connects to the CSX Railroad drainage system. The series of ditches maintained by FDOT and CSX eventually drain to the Tampa Bypass Canal. All the ponds on-site provide water quality through wet detention, and campus staff has noted that the existing ponds have not been properly maintained. Significant underbrush has grown on the banks, and algae blooms proliferate in the wet pools.

The campus appears to have been filled approximately three to four feet above existing grade in the vicinity of the buildings. To the north of the buildings, the saturated ground contains wetland vegetation. Any future filling of wetlands for campus expansion would require mitigation as per SWFWMD and Hillsborough County Environmental Protection Commission requirements.

During this reporting period additional site development, survey, and permitting data was undertaken by others for planned improvements located within the northern portion of the property. Review of this data during the master plan process identified the presence of United States Army Corp of Engineers (USACOE) jurisdictional waterways in three minor drainage cuts running diagonally across the site that tie into a drainage way along the off-site CSX railroad located north of the property. This drainage way connects properties on the east side of Interstate 75, westward to the Tampa Bypass Canal with connection to Tampa Bay.

Due to the drainage way’s presence and associated permit data, further review was conducted and a major portion of the northern part of campus is within the 100 year flood plain as indicated on the FEMA FIRM Map Number 12057C0380H, dated August 28, 2008. Flooding of this area is as a result of major constrains to the north. As per Hillsborough County and SWFWMD, mitigation for any impact to this flood plain is through volume replacement (e.g. cup for cup).

According to campus staff, the developed portion of the site drains relatively well. However, they have stated that a number of storm drain joints have been improperly constructed, causing the parking lot pavement to fail in certain areas.

The interior courtyards of the campus do not drain very well. The grassed areas within the courtyard are almost continuously saturated, and up to an inch of water stands above the ground
level during heavy rains. This is most likely caused by a lack of adequate underground drainage and the high compaction density of the soil.

2.4.3 Sanitary Sewer

Hillsborough County provides sanitary sewer service for the campus. Columbus Drive has a 6-inch PVC force main located along the north side of the road. The campus has a lift station located in the northwest corner of the property next to the retention pond. The maintenance staff has expressed the desire for an additional lift station pump. They have also experienced difficulty finding the existing sanitary cleanouts as most of them are buried.

Currently, the Sciences Building has an acid waste disposal system within the building that connects to an acid waste tank. This waste system is supposed to be used to dispose of the corrosive solutions that are primarily prepared in the chemistry labs. However, the maintenance staff has found that large amounts of solid, non-corrosive wastes (i.e., animal remains from the biology labs) are also dumped into the acid waste system. The acid tank is currently at capacity, and the dumping of solids into the tank uses much of the tank's limited volume.

See Map 2-E for the Sanitary Sewer Map

2.4.4 Water Infrastructure

The City of Tampa provides water for the campus. Columbus Drive has a 12-inch water main along the south side of the road. HCC Maintenance staff note that the water pressure for the campus is low, especially on second levels. Water is provided to the campus through an existing 8-inch water main.

The Tampa Bay Water Authority has plans to "jack-and-bore" a 36-inch water main under Interstate 75 and connect it to a water treatment plant that lies west of Falkenburg Road. This water main will be placed under Columbus Drive and will lie at least five feet below the existing ground level. Therefore, the majority of Columbus Drive will be removed, reconstructed, and resurfaced. The Tampa Bay Water Authority has not indicated the construction timeframe, but has noted that construction will be performed at night.

See Map 2-F for the Potable Water Map

2.4.5 Reclaimed Water

Hillsborough County provides reclaimed water to the campus by an 8-inch pipeline located on Columbus Drive. Hillsborough County originally agreed to supply the campus with reclaimed water at no cost for five years. Currently, the County is in the process of installing a meter on the campus in order to restore services. Reclaimed water serves as the primary source of water for on-campus irrigation. The existing condition of the system is operational, though it is in need of maintenance and repair.
2.4.6 Chilled Water

The HCC Brandon Campus utilizes an existing centralized chilled water distribution system to provide air conditioning to the buildings and 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 money.

2.4.7 Electrical

Tampa Electric Company provides electricity for the campus. The power lines are primarily underground. Each building has its own transformer because the campus regularly experiences power outages, power surges, and lightning strikes. The multiple transformers reduce the potential of a shutout of all the buildings.
EXISTING CONDITIONS
WATER INFRASTRUCTURE

LEGEND

BUILDING KEY

CAMPUS AREA
BUILDINGS
STORMWATER PONDS
SOFTBALL FIELD
WETLAND
POTTABLE WATER LINE
FIRE LINE
FIRE HYDRANT

1" = 300 FEET
0 150' 300' 600'
0 60'

E BROADWAY AVE
INTERSTATE 75
N FALKENBURG RD
OAK AVE
ERROYARD AVE
REEVES RD
E COLUMBUS DR
N FALKENBURG RD

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MAP 2-F
MAY 2010 - DRAFT
3.0 Future Campus Requirements

3.1 Introduction

In addition to a comprehensive assessment of existing conditions, campus master planning also requires an understanding of what is taking place outside of the campus. 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 HCC Administration 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 Brandon Campus.

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 Brandon Campus are from Hillsborough County (87.7%). The next largest contributor is Pasco County (4.9%). The remaining student population comes from a variety of other locations within the region with approximately 95.5% 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 and economic projections for Hillsborough County are shown in the tables 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.
Detailed demographic and economic projections for Hillsborough County are shown in the tables 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.

Figure 3.3.b

![Average Annual Percent Change in Population](image)

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

<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><strong>988,948</strong></td>
<td><strong>1,115,960</strong></td>
<td><strong>1,332,500</strong></td>
<td><strong>1,532,000</strong></td>
<td><strong>416,040</strong></td>
<td><strong>19,811</strong></td>
<td><strong>1.52%</strong></td>
</tr>
</tbody>
</table>

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

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

Hillsborough County reported similar population growth to that in Florida, and both grew faster growth than the nation, during the period between 1990 and 2008. Hillsborough County’s population grew by 42 percent as well as that of the state. In addition, the 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 than 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 past 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 3.4b 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.
### 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 3.4.b: High School and College Preparation Statistics

<table>
<thead>
<tr>
<th>Measure</th>
<th>Florida</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Cohort Survival Rate - 2006</td>
<td>53.9%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Public High School Graduation Rate - 2006</td>
<td>53.9%</td>
<td>68.6%</td>
</tr>
<tr>
<td>College-Going Rate Of High School Grads - 2006</td>
<td>60.2%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Percent Of Total Population Enrolled In College - 2007 (18-24 Year Olds)</td>
<td>32.6%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Import/Export Of College-Going Students - 2006 (&lt;1 = Exporter, &gt;1 = Importer)</td>
<td>1.26</td>
<td>1.09</td>
</tr>
<tr>
<td>9th Graders Chance Of College By Age 19 - 2006</td>
<td>32.4%</td>
<td>41.8%</td>
</tr>
</tbody>
</table>

Source: The National Information Center for Higher Education and Policymaking Analysis

### 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 located in close proximity to the Brandon 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 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.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Industry Code</th>
<th>Title</th>
<th>Employment 2009</th>
<th>Employment 2017</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<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>
<td>4.07</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>
<td>3.01</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>
<td>1.98</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>
<td>1.45</td>
</tr>
<tr>
<td>5</td>
<td>930</td>
<td>Local Government</td>
<td>48,927</td>
<td>53,959</td>
<td>629</td>
<td>1.29</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>
<td>3.06</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>542</td>
<td>2.47</td>
</tr>
<tr>
<td>8</td>
<td>622</td>
<td>Hospitals</td>
<td>21,264</td>
<td>24,809</td>
<td>443</td>
<td>2.08</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>
<td>1.82</td>
</tr>
<tr>
<td>10</td>
<td>624</td>
<td>Social Assistance</td>
<td>7,795</td>
<td>10,120</td>
<td>291</td>
<td>3.73</td>
</tr>
<tr>
<td>11</td>
<td>610</td>
<td>Educational Services</td>
<td>9,565</td>
<td>11,432</td>
<td>233</td>
<td>2.44</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>
<td>2.34</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>
<td>1.38</td>
</tr>
<tr>
<td>14</td>
<td>920</td>
<td>State Government</td>
<td>17,102</td>
<td>18,828</td>
<td>216</td>
<td>1.26</td>
</tr>
<tr>
<td>15</td>
<td>910</td>
<td>Federal Government</td>
<td>13,383</td>
<td>14,850</td>
<td>183</td>
<td>1.37</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>
<td>2.06</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>
<td>1.46</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>
<td>1.22</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>
<td>2.43</td>
</tr>
<tr>
<td>20</td>
<td>721</td>
<td>Accommodation</td>
<td>5,603</td>
<td>6,503</td>
<td>112</td>
<td>2.01</td>
</tr>
</tbody>
</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 Administrative and Support Services will add another 17,270 workers between 2009 and 2017. Ambulatory Health Care 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, the consultant secured data from two sources:


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 3.5.b: Business Services Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Average Annual Openings</th>
<th>Statewide</th>
<th>Regional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
<td>Total</td>
</tr>
<tr>
<td>434051</td>
<td>Customer Service Representatives</td>
<td>2.82</td>
<td>4,339</td>
<td>4,036</td>
</tr>
<tr>
<td>431011</td>
<td>First-Line Superv. of Office &amp; Admin. Support Workers</td>
<td>1.23</td>
<td>921</td>
<td>1,511</td>
</tr>
<tr>
<td>112031</td>
<td>Public Relations Managers</td>
<td>1.95</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>131031</td>
<td>Claims Adjusters, Examiners, &amp; Investigators</td>
<td>1.53</td>
<td>277</td>
<td>446</td>
</tr>
<tr>
<td>112021</td>
<td>Marketing Managers</td>
<td>1.92</td>
<td>111</td>
<td>123</td>
</tr>
<tr>
<td><strong>Office Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>436011</td>
<td>Exec Sec &amp; Admin Assistants</td>
<td>1.81</td>
<td>1,797</td>
<td>1,525</td>
</tr>
<tr>
<td><strong>Legal Assisting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>436012</td>
<td>Legal Secretaries</td>
<td>1.97</td>
<td>365</td>
<td>284</td>
</tr>
<tr>
<td>232011</td>
<td>Paralegals &amp; Legal Assistants</td>
<td>3.00</td>
<td>615</td>
<td>253</td>
</tr>
<tr>
<td><strong>Medical Records Transcription</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>436013</td>
<td>Medical Secretaries</td>
<td>2.08</td>
<td>465</td>
<td>342</td>
</tr>
<tr>
<td>292071</td>
<td>Medical Records &amp; Health Info Techs</td>
<td>2.28</td>
<td>230</td>
<td>260</td>
</tr>
<tr>
<td>319094</td>
<td>Medical Transcriptionists</td>
<td>2.35</td>
<td>129</td>
<td>65</td>
</tr>
</tbody>
</table>


### Table 3.5.c: Health Services Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Average Annual Openings</th>
<th>Statewide</th>
<th>Regional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
<td>Total</td>
</tr>
<tr>
<td>211011</td>
<td>Substance Abuse &amp; Behavioral Disorder Counselors</td>
<td>2.78</td>
<td>103</td>
<td>69</td>
</tr>
<tr>
<td>211012</td>
<td>Educational, Vocational, &amp; School Counselors</td>
<td>1.91</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>211014</td>
<td>Mental Health Counselors</td>
<td>2.92</td>
<td>122</td>
<td>78</td>
</tr>
</tbody>
</table>

Counseling and Human Services
<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>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>
<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>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>292032</td>
<td>Diagnostic Medical Sonographers</td>
<td>2.12</td>
<td>91</td>
</tr>
<tr>
<td>292033</td>
<td>Nuclear Medicine Technologists</td>
<td>1.94</td>
<td>41</td>
</tr>
<tr>
<td>319092</td>
<td>Medical Assistants</td>
<td>3.77</td>
<td>1,352</td>
</tr>
<tr>
<td>292011</td>
<td>Medical &amp; Clinical Lab Technologists</td>
<td>1.60</td>
<td>162</td>
</tr>
<tr>
<td>292012</td>
<td>Medical &amp; Clinical Laboratory Technicians</td>
<td>2.02</td>
<td>142</td>
</tr>
<tr>
<td>292061</td>
<td>Licensed Practical &amp; Licensed Vocational Nurses</td>
<td>2.63</td>
<td>1,195</td>
</tr>
<tr>
<td>311012</td>
<td>Nursing Aides, Orderlies, &amp; Attendants</td>
<td>2.59</td>
<td>2,379</td>
</tr>
</tbody>
</table>
### Table 3.5.c: Health Services 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>119111</td>
<td>Medical and Health Svcs Managers</td>
<td>2.42</td>
<td>212</td>
</tr>
<tr>
<td>291071</td>
<td>Physician Assistants</td>
<td>3.37</td>
<td>144</td>
</tr>
<tr>
<td>291111</td>
<td>Registered Nurses</td>
<td>2.80</td>
<td>4,192</td>
</tr>
</tbody>
</table>

**Optical Management/ Opticianry**

<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>292081</td>
<td>Opticians, Dispensing</td>
<td>1.45</td>
<td>63</td>
</tr>
</tbody>
</table>

**Radiography/ Radiation Therapy**

<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>292034</td>
<td>Radiologic Technologists &amp; Tech.</td>
<td>1.85</td>
<td>253</td>
</tr>
</tbody>
</table>

**Respiratory Care**

<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>291126</td>
<td>Respiratory Therapists</td>
<td>2.54</td>
<td>170</td>
</tr>
<tr>
<td>292054</td>
<td>Respiratory Therapy Tech</td>
<td>0.19</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note: N/A - Not Available
Source: AWI Labor Market Statistics, 2009*

### 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>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td>Criminal Justice</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>
</tbody>
</table>
The Brandon Campus also offers several degrees in computer and mathematical 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 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.
Technical occupations offered at HCC can vary from environmental engineering to water and liquid waste water treatment plant operators or even construction managers. These occupations are growing but not at a rate as high as other occupations. Within the region most of the job openings within this category are due to the company separating from the employee, not an
increase in growth. However, as shown in the table, the state shows increased openings due to
growth which could lead to an eventual increase in the region as well.

<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></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</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>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>
<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>
</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></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</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>


### 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></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>

Hospitality and Tourism

<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>Hotel, Motel, &amp; Resort Desk Clerks</td>
<td>2.25</td>
<td>387</td>
</tr>
</tbody>
</table>


### Table 3.5h: Education 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></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td>Early Childhood Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>119031</td>
<td>Education Administrators, Preschool &amp; Child Care</td>
<td>2.51</td>
<td>13</td>
</tr>
</tbody>
</table>

Education/Teaching Preparation

<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>259031</td>
<td>Instructional Coordinators</td>
<td>2.47</td>
<td>171</td>
</tr>
</tbody>
</table>
### Table 3.5h: Education Occupations

| Industry Code | HCC Program and Statewide Demand                | Statewide | | | | Region | | | | |
|---------------|------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|               |                                                 | Annual Percent Change Due to Growth Due to Separations Total | Annual Percent Change Due to Growth Due to Separations Total | | | | | | |
| 259041        | Teacher Assistants                              | 1.74      | 785       | 710       | 1,495     | 1.69      | 56        | 52        | 108       |
| 251194        | Vocational Education Teachers, Postsecondary    | 2.96      | 242       | 129       | 371       | 3.01      | 28        | 14        | 42        |
| 252023        | Vocational Education Teachers, Middle School    | 0.34      | 3         | 18        | 21        | 0.00      | 0         | 2         | 2         |
| 252032        | Vocational Education Teachers, Secondary School | 0.33      | 17        | 151       | 168       | 0.05      | 0         | 8         | 8         |


Administrative and Support Service Occupations is the fastest growing industry in Florida and in Region 15: Hillsborough County according to Florida Workforce Innovations. HCC-Brandon Campus offers degrees and certificates in Office Systems Technology. On average, administrative and support service jobs are expected to increase by close over four percent between 2009 and 2017, equating to close to 2,160 new jobs.

### 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 is expected to continue to increase. This will continue to drive additional demand at the Plant City Campus, requiring more classroom space, parking facilities, and educational programming 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.

3.7 Enrollment and Staffing Projections

In order to better understand the geographic distribution of students attending the Brandon 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 Brandon Campus. As can be seen in the figure below, the geographic distribution for those students attending HCC Brandon Campus is varied, though there is one concentration that can be identified, the Brandon area. The number of unique programs offered at the HCC Brandon Campus and its central location within the County make it attractive for residents from throughout Hillsborough County.
According to the HCC 2009 Factbook, during the 2008-2009 school year, the Brandon Campus served a total of 10,888 students who took at least one credit/non-credit course at the campus and 568 students who took at least one Recreation and Leisure course. The 2008-2009 numbers are representative of the continued increase in the number of students enrolling in courses at the Brandon 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 (FTE) students. 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 as projected 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 Brandon Campus had an FTE of 3,317 in 2009-2010, with a projection of 4,448 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>Faculty &amp; Staff FTE</th>
<th>Student FTE / Faculty &amp; Staff FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>3,317</td>
<td>362.1</td>
<td>9.16</td>
</tr>
<tr>
<td>2014-15</td>
<td>4,448</td>
<td>485.6</td>
<td>9.16</td>
</tr>
</tbody>
</table>

Source: HCC Institutional Research Group

### 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 are the most prudent for the 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 Brandon Campus.

Due 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 Brandon Campus
Space Allocation Comparisons using Florida Requirements

<table>
<thead>
<tr>
<th>Space Allocation</th>
<th>2014-2015 Space Allocation</th>
<th>Existing Inventory Space</th>
<th>Space Deficit or Surplus</th>
<th>2019-2020 Space Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COFTE=4,448 Guideline ASF</td>
<td>Existing ASF</td>
<td>Guideline ASF</td>
<td>COFTE=6,268 Guideline ASF</td>
</tr>
<tr>
<td><strong>Instructional Spaces:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>60,048</td>
<td>43,633</td>
<td>-16,514</td>
<td>84,615</td>
</tr>
<tr>
<td>Nonvocational Spaces</td>
<td>54,808</td>
<td>28,759</td>
<td>-26,049</td>
<td>77,231</td>
</tr>
<tr>
<td>Vocational Spaces</td>
<td>31,647</td>
<td>11,759</td>
<td>-19,888</td>
<td>44,594</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>146,503</td>
<td>84,151</td>
<td>-62,352</td>
<td>206,440</td>
</tr>
<tr>
<td><strong>Instructional Support:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/Study</td>
<td>50,028</td>
<td>14,901</td>
<td>-35,037</td>
<td>70,495</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>7,325</td>
<td>625</td>
<td>-6,700</td>
<td>10,322</td>
</tr>
<tr>
<td>Auditorium/Exhibition</td>
<td>17,344</td>
<td>5,690</td>
<td>-11,654</td>
<td>24,440</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>74,697</td>
<td>24,933</td>
<td>-53,391</td>
<td>105,257</td>
</tr>
<tr>
<td><strong>Student Support:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>33,360</td>
<td>11,446</td>
<td>-21,914</td>
<td>47,008</td>
</tr>
<tr>
<td>Physical Education</td>
<td>32,240</td>
<td>3,619</td>
<td>-28,621</td>
<td>45,430</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>65,600</td>
<td>15,065</td>
<td>-50,535</td>
<td>92,438</td>
</tr>
<tr>
<td><strong>Institutional Support:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>55,600</td>
<td>33,440</td>
<td>-22,160</td>
<td>78,347</td>
</tr>
<tr>
<td>Support Services</td>
<td>17,120</td>
<td>19,723</td>
<td>2,603</td>
<td>24,124</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>72,720</td>
<td>53,163</td>
<td>-19,557</td>
<td>102,471</td>
</tr>
<tr>
<td><strong>Total Assignable Square Feet (ASF)</strong></td>
<td>359,520</td>
<td>177,312</td>
<td>-185,835</td>
<td>506,606</td>
</tr>
<tr>
<td><strong>Total Non-Assignable Space (NSF) Needs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Services</td>
<td>4,893</td>
<td>882</td>
<td>-4,011</td>
<td>6,895</td>
</tr>
<tr>
<td>Sanitation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Restrooms</td>
<td>6,672</td>
<td>4,486</td>
<td>-2,206</td>
<td>9,402</td>
</tr>
<tr>
<td>Staff &amp; Public Restrooms</td>
<td>1,112</td>
<td>2,453</td>
<td>-1,333</td>
<td>1,567</td>
</tr>
<tr>
<td>Electrical &amp; Mechanical Equipment</td>
<td>22,332</td>
<td>9,902</td>
<td>-12,430</td>
<td>31,468</td>
</tr>
<tr>
<td><strong>Total Net Square Feet</strong></td>
<td>394,529</td>
<td>191,388</td>
<td>-203,141</td>
<td>555,938</td>
</tr>
<tr>
<td><strong>Net-To-Gross Difference</strong></td>
<td>134,140</td>
<td>62,894</td>
<td>-71,246</td>
<td>189,018</td>
</tr>
<tr>
<td><strong>Total Gross Square Feet (GSF)</strong></td>
<td>528,669</td>
<td>254,282</td>
<td>-274,387</td>
<td>744,957</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 flagship “green” campus within the HCC system, master planning and programming can be undertaken to improve the quality of sustainability and reduced carbon footprint at each campus in the system. For the Brandon Campus, access to multiple transit lines and a pedestrian-friendly environment create great opportunities to reduce resource use and improve the character and quality of sustainability at the campus.

Some Considerations for the Master Plan include:

- Consistent Educational Signage
- Incentive Programs for Conservation
- “Florida-friendly” Landscaping
- Green Building Design
- Pedestrian Improvements across the campus

3.9.2 Work Session with Campus Planning Committee

One on-campus work session was conducted with the Campus Planning Committee on November 20, 2009. This section reviews the observations from these meetings.

The members of the Campus Planning Team who attended the work session the Brandon Campus were as follows:

- Dr. Carlos Soto, Campus President
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 Student Enrollment and Space Utilization, New Facilities and Reorganization, and Academic Programs.

### 3.9.2.1 Student Enrollment and Space Utilization

Growth in the campus headcount has required optimizing utilization of current space on campus. Utilization of the existing facilities is very high, and enrollments for the upcoming semester are higher than expected. The campus is considering hiring more adjunct faculty and staggering class times in order to accompany more students while minimizing traffic congestion. The campus does experience a lull in the mid afternoons, while the campus is at full capacity in the morning and the evening.

### 3.9.2.2 New Facilities / Reorganization

Since 2005, the Student Services Building has been completed, and has made a big impact on the ability to deliver services. The building is functioning well, and the campus is happy with the space. Other changes to be addressed during this Master Plan preparation include:

- Head Start program has been removed from campus, and the property it occupied needs to be considered for reprogramming.
- The HCC Brandon Campus has also ended its lease of the Pinebrooke Business Park Facilities
- Continuing Education Programs are to be moved to the Ybor Campus
- Building A6 from 2005 Master Plan is too large for funding mechanisms anticipated to be available.
- Building A3 will no longer be utilized as a community center; that use has been moved to a new facility on Bloomingdale.

### 3.9.2.3 Academic Programs

The Campus Committee identified some programming changes that will need to be noted in the Campus Master Plan. These include the following:

- Addition of a new Biotechnology Program
- Engineering Manufacturing has been Changed to Engineering Technology
- Continuing Education Programs are moving to HCC Ybor Campus
3.9.3 Community Input

On March 12, 2010 a public meeting was held at the HCC Brandon Campus to offer local community members and other stakeholders the opportunity to provide input on the master plan process. The meeting focused on the existing plan and recommendations for the new physical plan.

Specifically the primary topics discussed were as follows:

- Provision of improved HART service to the campus.
- Need for additional campus access for parking safety and functionality.
- Need to discuss the potential of capping enrollment, to maintain the aesthetic, educational, and functional quality of the Brandon Campus experience.
- Effects of the new FEMA flood plain designation on the proposed building and facilities layout of the future Master Plan.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Pros</th>
<th>Cons</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grass parking on the refined exhibit would likely flood during heavy rains.</td>
<td>Parking option for infrequent use.</td>
<td>Any rain event would limit use.</td>
<td>Parking option, with limitations included in the master plan.</td>
</tr>
<tr>
<td>Work to get improved transit connections to the campus.</td>
<td>Increased transit use could reduce peak parking demands.</td>
<td>Infrequent service schedule would limit use.</td>
<td>Increased transit use included in the master plan.</td>
</tr>
<tr>
<td>Parking problems could be reduced and transit would be more readily used if a parking fee was implemented or other incentives were given.</td>
<td>Alternative funding source for non-PECO eligible improvements.</td>
<td>Students would resist increased fees.</td>
<td>Alternative funding source option included in the master plan.</td>
</tr>
<tr>
<td>Maximum enrollment should not exceed 12,000.</td>
<td>Identifies a headcount target build-out goal.</td>
<td>Target is less than current EPS.</td>
<td>Current EPS goals included in the master plan.</td>
</tr>
<tr>
<td>Additional access drives are needed to campus. The proposed plan increases parking provided near Columbus Drive, which will likely make the access situation worse.</td>
<td>New Falkenburg Road access is depicted in master plan.</td>
<td>Non-PECO funded improvements needed in Falkenburg Road. New flood plain limitation dictates more development in southern half of property.</td>
<td>New access and parking included in the master plan.</td>
</tr>
<tr>
<td>The two southern buildings on the refined plan would accommodate enough students to meet the 12,000 student criteria.</td>
<td>Proposed construction could occur within previously developed areas.</td>
<td>Proposed construction would reduce parking spaces.</td>
<td>Proposed construction included in the master plan.</td>
</tr>
<tr>
<td>Consider placing parking under the new building.</td>
<td>Maximizes site use.</td>
<td>Increased building costs.</td>
<td>Not included in the master plan.</td>
</tr>
</tbody>
</table>
### Table 3.9.a: Community Leader Input for 2010 Master Plan Update

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Pros</th>
<th>Cons</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online education could reduce the demand on physical facilities.</td>
<td>Distance learning options would reduce on-site demands.</td>
<td>Does not reduce current site deficits.</td>
<td>Included in the master plan.</td>
</tr>
</tbody>
</table>

#### 3.9.4 FEMA Flood Plain

During the 2010 master plan update process, the design team uncovered the presence of newly designated Federal Emergency Management Agency (FEMA) flood plain areas affecting portions of the campus acreage. The flood plain areas were not included on previous flood plain maps evaluated during the 2005 master plan, but emerged from mapping amendment process conducted by FEMA and Hillsborough County during the 5-year period between the master plans.

The 100-year flood plain is shown in Map 2-G and occupies more than 28 acres of the campus. Its presence is affected by several off-site drainage ditches that historically bisected the campus, north of the Student Services building. The flood plain area is affected by water flowing into and through these ditches from the east side of Interstate 75 and from the south side of the campus, as well as by physical infrastructure improvements downstream (i.e. north of) the campus. The flood plain exits the campus near the center of the northern property line, flows under the CSX Railroad, then through master planned development stormwater facilities until it ultimately discharges into the Tampa Bypass Canal.

The presence of the recently designated flood plain and the associated permitting limitations placed upon any alteration for new development dictates that the College considers available options to reduce its effects, including:

- **Option 1:** Review the flood plain drainage model and determine if the cost/benefit to challenging this new condition may be beneficial to reduce the flood plain limits or volumes, in order to retain some development potential for the affected acreage.

- **Option 2:** The existing Student Services building is located within the limits of mapped flood plain. While the finished floor elevation was raised through site filling, the FEMA flood plan map should be revised to reflect the built condition. This process is known as a letter of map revision (LOMR).

- **Option 3:** Acknowledge the new flood plain designation on the campus property and alter future plans to recognize its presence by with altering future development plans, particularly the placement of new buildings and other facilities.

In any of these options, the need to substantially change the proposed campus master plan’s physical layout exists. In the 2000 and 2005 master plans the College envisioned northward extension of the campus buildings along the Interstate 75 corridor. Both master plans included significant campus expansion through continued academic programming. Based upon the flood plain limits, northern extension of the campus buildings needs to be reduced to limit flood plain impacts. An alternative design option is needed to focus most of future campus expansion within the southern half of the site. This may include the need for increased building heights and parking structures to accommodate the projected demands for new space through 2020.
As well as the need for alternative design solutions, there is also a continued need for appropriate site maintenance in the northern half of the property. The area in question is becoming heavily vegetated and the material is slowing the movement of water through the existing ditches. Over time the presence of standing water may increase the development limitations on the site by encouraging the growth of wetlands. The College should continue to systematically maintain its property to maximize the beneficial use available there, to most efficiently utilize the property and implement its academic mission.
4.0 Physical Master Plan

This Comprehensive Master Plan for the Brandon 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 and ten-year plan follow the Planning Scenario listed in Section 3.8 of this report.

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

4.1 Design Context

The Brandon Campus Master Plan is envisioned to improve campus identity and existing academic uses through the use of vehicular movements, building additions, and the construction of new academic buildings.

As documented in Section 3.9.5 this report, the development context at the HCC Brandon Campus has changed significantly as a result of the adoption of new Federal Emergency Management Agency (FEMA) floodplain boundaries in 2008 by Hillsborough County. While there may still be the potential of reducing the area affected by this new designation through completion of additional analysis by the College; it is unlikely that the reductions in area or volume will substantially change the new condition; leaving much of the northern portion of the campus difficult to develop as previously envisioned.

The 2005 Master Plan contained a northward movement of new buildings, which over time would shift the campus “center” further north towards the Student Services Building, and away from Columbus Drive. That building was under construction in 2005 and was seen as the new central gathering location for the campus. The expansion was to include signature architectural elements that could provide an enhanced visual presence to the Interstate 75 corridor. The plan also included new parking fields constructed in the northwest portion of campus property and a new second access connection to Falkenburg Road, which would include a gateway entry feature.

The 2010 Master Plan update described in this section responds to the change in development context by focusing on two primary strategies. The first of these is to “complete” the northern end of campus by adding an additional building north of the Student Services Building, and a new parking facility adjacent to it. The second strategy is to re-focus additional future growth to the south side of campus, where developable land outside of the floodplain is still available. These strategies will allow HCC Brandon to add to the student activity node near the Student Services Building, while accommodating future growth to the south side of the campus in close proximity to new parking facilities. The proposed Master Plan, as shown on Map 4A is projected to accommodate FTE, academic building and associated parking growth projections for both the 2015 and 2020 planning horizons. The new Plan also continues to emphasize the continued importance of the additional connection to Falkenburg Road, for both practical and aesthetic reasons.
4.1.1 2015 Program

The 2010 Educational Plant Survey identifies an overall space need of 528,669 sq.ft. by 2014-2015 which is an increase of 274,387 sq.ft. compared to the existing inventory. In addition to this significant square footage, the campus is expected to need 1,431 additional parking spaces.

The change in design context on the property requires a new approach to the master plan, which has created challenges but also significant opportunities to define a core campus. The first step that the proposed master plan takes is to build out the northern end of campus by positioning the first new building (N-1) to the north of the existing Student Services Building. This building, proposed at 95,500 square feet will be a three story structure located at the north end of a pedestrian plaza space linking it to the Student Services Building. The proposed second vehicular access road to Falkenburg Road is linked to existing parking circulation and provides important, additional ingress/egress to the campus.

The next two buildings, N2 & N3 will be located along the western edge of a large plaza that will extend from the existing main campus entry to the existing stormwater pond and Columbus Drive ceremonial entry. The stormwater pond will be reconfigured to allow for pedestrian movement and amenities along the water’s edge. These buildings will be three stories in height and each total 45,000 sq.ft. The final two buildings for the 2015 planning horizon, N4 & N5 will be mirror images of N2 & N3 located on the eastern side of the new plaza and improved stormwater facility.

The increase in demand in conjunction with the loss of parking areas as a result of the new building construction at the south end of the Campus will require that additional parking is added to accommodate the growth. This extra parking demand will initially be accommodated with the construction of new surface parking lots, and then introducing two parking structure garages S5 & S6. Parking Garage S5 is proposed to be constructed over what are currently dirt overflow parking lots, and S6 is proposed to be constructed on top of existing surface parking just to the east of the Student Services Building and proposed building N1. Both garages will be three stories plus grade level parking (i.e. four total parking levels). The S5 garage will house approximately 980 parking spaces while S6 garage will house approximately 800 spaces.

This configuration of new buildings will continue to reinforce a pedestrian core at the Brandon Campus, and improved sidewalks and pathways will allow passage from class to parked cars to be a pleasant and relatively short length given the overall campus size. By placing the new garages at either end of the campus, students will be ensured that convenient parking options are available regardless of where classes are located.

In addition to programmed academic space and site development needs, it has been recognized that the college’s public realm, pedestrian system and perimeter campus edge treatments need important enhancement. Consistency within the character and quality for future on-site sidewalk, landscaping, furnishings, and lighting is also an important goal. Common elements, material palates and finishes should be identified within a unified set of urban design guidelines. The provision of pedestrian-emphasized circulation that will strengthen the north/south connections through the campus will create a memorable experience for students and faculty alike and serve to ensure that pathways between disparate classroom locations are protected from cars and, as much as possible, natural elements.
Similarly, building architectural elements also need consistent treatment to unify the campus design. Due to the relative length of the campus, buildings should be linked and provide for weather-protected connections through the campus. Renovation and remodeling of existing campus buildings is also necessary to fully integrate existing buildings with proposed new construction; enhancing campus functionality and adding to the student’s academic experience. HCC Brandon’s location provides opportunities for significant image capture from the adjacent Interstate 75 corridor. Building architecture and iconic elements should be used to create a unifying design and provide for weather-protected connections through most of the campus. The option exists to switch the proposed N1 (first new building) and S6 (parking structure) locations to increase views into the academic campus with little effect upon the Plan’s functionality.

A major opportunity for increased campus identity along Falkenburg Road is possible through the proposed creation of a new main campus vehicular entry, located at the northern portion of the College’s Falkenburg frontage. The new intersection is proposed to align with the existing Reeves Road intersection. Currently, the campus lacks appropriate entry presence; and a second access would greatly relieve the congestion caused by the significant daily traffic volume on Columbus Drive. The Campus has acquired the necessary parcels for this second access point, and designs have been developed, though there is still a need for non-PECO funded off-site improvements within the Falkenburg Road right of way. The College should continue to strive to identify and secure funding for these required improvements.

Enhancement to the existing Columbus Drive corridor should be considered a priority. Currently, the campus configuration dictates that multiple access driveways are used from current parking fields. Establishment of a stronger campus identity along the public right-of-way is very important. Use of iconic elements, such as orientation signage, sidewalks and landscaping would greatly enhance the college’s visual image upon arrival; and help control vehicular and pedestrian movements. On-campus site circulation is improved and made more convenient through the creation of a new vehicular drive lane connection between the parking fields, as well as the creation of major pedestrian routes through the campus.

The significant revisions to the 2005 master plan, and new emphasis on programming changes within the southern half of the campus raises the question of how to use the remaining northern acreage now affected by the new FEMA floodplain designation. Several options present themselves and are included within the new master plan. From the perspective of site development needs, major stormwater treatment ponds can be created in the northeast portion of the site that provide source for fill material for future development areas, stormwater treatment and floodplain mitigation; and open water views from the campus buildings and Interstate 75 corridor. The ecological component attached to these improvements could be a benefit to the academic programs. Additionally, the idea of expanding a proposed clean energy production through the development of a solar energy farm could grow larger in this area. Given the limited initial footprint for this type of facility, it could potentially be constructed within the floodplain area, without requiring large amounts of mitigation. The relocation of the existing softball field and inclusion of additional recreational activities and overflow parking areas could also be accommodated in the northwestern part of the campus property.
4.1.2 2020 Program

Long term campus expansion is envisioned first as a continued southern expansion on both the east and west side of the stormwater pond with buildings N6 and N7 each with 45,000 sq.ft. The final campus expansion would occur to the west, where buildings N8 and N9 will occupy a surface parking lot, with each three story building containing 64,500 sq.ft. In order to accommodate this projected growth, an additional parking garage would be required. This proposed garage will be constructed adjacent to S5, and will be an identical facility in size and capacity. Without the acquisition of additional buildable lands, the projected growth in FTE, academic building and associated parking identified within the 2020 master plan will likely represent the campus’s physical build out capacity.

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 campus environments within the region. In order to ensure that HCC Brandon 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 Brandon 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 below illustrates the locations of four campus perspectives that illustrate proposed urban design elements that can greatly enhance the campus experience for students, faculty and staff.
Pedestrian Circulation

As the Brandon Campus continues to grow, the College should enhance pedestrian circulation opportunities on the campus property. The proposed 2015 program identifies the need to construct new academic buildings at the southern end of the campus property. This geographic shift in development program means that there will be a need to more easily connect the Student Services Center and new classroom building N1 at the north end of the campus to the remaining campus; as there is expected to be heavy pedestrian traffic to and from the Student Services Building to the remainder of campus. This is envisioned to occur through a centralized north-south pedestrian route through the campus, with secondary, alternate routes from various parking areas.

In addition, all parking lots need to be linked with well-lighted pathways that provide easy, safe, and recognizable routes to the core campus buildings. These paths should naturally guide students and limit the number of conflict points between pedestrians and automobile traffic. This is envisioned to occur through an east-west pedestrian route that links parking in the southwest portion of the campus, across the drainage canal with a comfortable, well-lighted bridge and link to the academic buildings and the north-south route.
Gathering Spaces and Common Site Furnishings

The existing Brandon Campus offers several gathering spaces where students can congregate. As the campus grows, it will become increasingly important for these spaces to be enhanced and for additional locations to be added. The master plan foresees two new spaces that will serve as focal points for students on the campus. The first of these is the plaza space linking the Student Services Building and Building N1. This plaza, shown conceptually in Figure 4.2.a below, will serve to expand the gathering spaces that exist along the northern edge of the Student Services Building and create an important linkage to the N1 classroom building.

Figure 4.2.a: Plan view of the North Plaza space linking the Student Services Building and Building N1.
An additional opportunity for an attractive gathering space on the Brandon Campus occurs at the south end of campus, where a total of six new buildings will be built in and around a new plaza and the reconfigured stormwater pond. The enhancement of the stormwater pond is required to align it with the formal placement of the proposed buildings. Additionally, a pedestrian edge should be introduced around its circumference. Currently, the pond is only seen from a distance, or as you drive by. In the proposed plan, it will be a focal point for activity in surrounding buildings and outdoor spaces. It will become an important asset, creating an attractive pedestrian-only campus core that extends from Columbus Drive to the north end of campus. Figure 4.2.b shows conceptual images of what this new gathering space could potentially look like.
Figure 4.2.b: Plan view of the South Plaza.

Figure 4.2.b: Perspective view of the South Plaza.
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.

### 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**

  New Construction/Major Renovations

  The College should continue its commitment to design and construct all future buildings and major renovations to meet LEED Silver development standards.

- **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.

The use of the northern FEMA floodplain acreage can add substantial educational value to the site. Programming of site maintenance, ecological study, and alternative energy could be intertwined to increase reuse of the site.

• **Irrigation**

  For any remaining irrigation needs, the college should use reclaimed water if it becomes available from Hillsborough County.

• **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 daylight 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.

  The opportunity to include alternative energy and solar array at the north end of the Campus could be an opportunity to generate energy in support of on-site lighting solutions.

### 4.3 Master Plan Phasing Options

The master plan process pays special attention to projects currently listed within the HCC Capital Improvements Program (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 that will steer HCC Brandon in the coming years. The May 2010 Educational Plant Survey and Capital Improvement Program lists currently identify several improvements for the HCC Brandon 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, and acquisitions, that will add to the campus identity and function; and extend the campus's student enrollment capacity if desired.

1) **Site Addition - Acquire and develop 20 acre site contiguous to the existing center site.**
2) New Campus Entry - Construct secondary campus entrance, with hard surface, positive drainage, and illumination; from Falkenburg Road to north part of the west side of Campus site; approximately seven tenths of a mile.

3) Campus Loop Road - Construct perimeter road, with hard surface, positive drainage, and illumination; from Columbus Drive entrance on south side of site, east, to east side of site, north and west, to Falkenburg Road entrance on west side of site; approximately 1.2 miles.

4) Parking - Construct 1,414 auto-parking spaces, with hard surface, positive drainage, and illumination.

5) Landscape Buffers - Construct environmental landscaped buffer, sidewalks and fencing along the campus perimeter.

6) Recreational Uses - Construct jogging trail; approximately 1.5 miles; for physical education. Construct eight (8) tennis courts, with fencing and lighting; for physical education. Construct eight (8) multi-purpose playing courts, with fencing and lighting; for physical education. Construct Olympic-size swimming pool with diving well; for physical education.

4.3.2 Future Campus Building Remodeling Needs

In addition to the new building construction identified in the current programmed campus projects, remodel and/or renovation of the following facilities are needed that will add to the campus identity and function.

1) Administration Building (BADM-602) -
   - Rooms 105, 106, 106A, 106B, and 106C as interdisciplinary laboratory; use codes 210, 215; PLUS 30 student stations; 1,670 NSF. (LESS 41 student stations).
   - Rooms 109, 110, 110A, 110B 111, 112, and 113 as physic science laboratories; use codes 210, 215; PLUS 70 student stations; 3,928 NSF. (LESS 119 student stations).
   - Renovate all rooms pursuant to definition in Section 1013.01 (18), Florida Statutes, and provisions of section 423, State Requirements for Education Facilities, of the Florida Building Code; 12,718 GSF.

2) Academic Building (BACA-603) -
   - Rooms 210D, 210E, 212D, 212E and the South portion of 217 and 218 (759 NSF); as mathematics laboratory suite; use codes 210, 215; PLUS 59 student stations; 2,820 NSF. (LESS 54 student stations).
   - Rooms 210A, 210B, 210C, 212A, 212B, 212C, the North portion of 210 and 212 (388 NSF) and 211; as English preparatory laboratory suite; use codes 210, 215; PLUS 39 student stations; 1,813 NSF.
   - Rooms 208 and 209 as English laboratory suites; use codes 210, 215; PLUS 30 student stations; 1,361 NSF. (LESS 55 student stations).
• Rooms 207A, 207B, 207C, and the North portion of 207 (556 NSF); as reading laboratory suite; use codes 210, 215; PLUS 24 student stations; 1,129 NSF.
• Rooms 207D, 207E, the South portion of 207 (556 NSF) and 213; as writing laboratory suite; use codes 210, 215; PLUS 24 student stations; 1,129 NSF.
• Rooms 207, 207A, B, C, D, E, 213; as library/study facilities and services areas; use codes 410, 455; zero student stations; 1,948 NSF.
• Rooms 214, 215, 215A, 215B, and 215C; as library space (Student Success Center); use codes 410, 415; zero student stations; 3,439 NSF.
• Renovate 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; 12,718 GSF.

3) Humanities Building (BHUM-604)
• Rooms 103, 104, 105, 106,114, 115, 116, 117, 118, 119, 120, 121, 122, 123, and 124; as classroom and service areas; use codes 110, 115; PLUS 203 student stations; 5,090 NSF.
• Renovate 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; 22,472 GSF.

4) Technology Building (BTECH-605) –
• Rooms 206 as classroom and service areas; use codes 110, 115; PLUS 45 student stations; 1,117 NSF. (LESS 24 non-vocational student stations).
• Renovate 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; 21,431 GSF.

5) Library Building (BLIB-606) –
• Rooms 110, 112, and 113; as library space; use codes 410, 415; zero student stations; 1,652 NSF.
• Rooms 200, 200A, and 200B; as library space; use codes 410, 415; zero student stations; 2,820 NSF.
• Renovate 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; 24,595 GSF.

6) Physical Plant Building (BPPL-607) –
• Renovate 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; 7,711 GSF.

7) Student Service Building (608) –
• Rooms 214, 215, 216, 217, 218, and 218A; as student services; use codes 310, 315; zero student stations; 2,820 NSF.

8) Renovate campus-wide fire and security alarm systems; to include upgrading all fire and intrusion alarms to up to date systems.
4.3.3 Future Campus New Construction Needs

In addition to the remodeled, renovated and site improvements, the following facilities are needed that will add to the campus academic.

- Construct classroom facilities and service areas; use codes 110, 115; PLUS 712 student stations; 19,224 NSF; 27,306 GSF.
- Construct one (1) biology laboratory suite; use codes 210,215; PLUS 17 student stations; 1,300 NSF; 1,932 GSF.
- Construct one (1) bio-technical laboratory suite; use codes 210,215; PLUS 25 student stations; 2,300 NSF; 3,267 GSF.
- Construct two (2) physical science laboratory suites; use codes 210,215; PLUS 50 student stations; 3,400 NSF; 4,829 GSF.
- Construct one (1) interdisciplinary laboratory suite; use codes 210, 215; PLUS 30 student stations; 1,925 NSF; 2,734 GSF.
- Construct two (2) chemistry laboratory suites; use codes 210, 215; PLUS 42 student stations; 2,960 NSF; 4,204 GSF.
- Construct one (1) organic chemistry laboratory suite; use codes 210,215; PLUS 17 student stations; 1,260 NSF; 1,790 GSF.
- Construct three (3) business administration laboratory suites; use codes 210,215; PLUS 71 student stations; 3,395 NSF; 4,822 GSF.
- Construct one (1) health information management laboratory suite; use codes 210, 215; PLUS 20 student stations; 1,950 NSF; 2,770 GSF.
- Construct one (1) pharmacy technician laboratory suite; use codes 210, 212, 215; PLUS 20 student stations; 3,435 NSF; 4,878 GSF.
- Construct one (1) accounting technology laboratory suite; use codes 210, 215; PLUS 20 student stations; 1,220 NSF; 1,733 GSF.
- Construct one (1) computer information technology laboratory suite; use codes 210, 212, 215; PLUS 20 student stations; 1,885 NSF; 2,677 GSF.
- Construct one (1) engineering technology laboratory suite; use codes 210, 212, 215; PLUS 20 student stations; 690 NSF; 980 GSF.
- Construct two (2) computer science laboratory suites; use codes 210, 215; PLUS 70 student stations; 3,350 NSF; 4,758 GSF.
- Construct one (1) electronics laboratory suite; use codes 210, 215; PLUS 20 student stations; 3,387 NSF; 4,811 GSF.
- Construct one (1) manufacturing laboratory suite; use codes 210, 215; PLUS 18 student stations; 3,256 NSF; 4,625 GSF.
- Construct library facilities and service areas; use codes 240, 245, 410, 420, 440, 455; zero student stations; 28,778 NSF; 40,876 GSF.
- Construct audiovisual facilities and service areas; use codes 530, 535; zero student stations; 8,352 NSF; 11,863 GSF.
- Construct auditorium/exhibition facilities and service areas; use codes 610, 615, 620, 625; zero student stations; 11,654 NSF; 16,553 GSF.
- 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; 16,597 NSF; 23,574 GSF.
- Construct physical education facilities and service areas; use codes 520, 523, 525; zero student stations; 33,601 NSF; 47,727 GSF.
Construct office facilities and service areas; use codes 310, 315, 350, 355; zero student stations; 22,160 NSF; 31,746 GSF.

Construct support services facilities and service areas; use codes 580, 585, 630, 635, 650, 655, 680, 685, 710, 715, 720, 725, 730, 735, 740, 745; zero student stations; 2,458 NSF; 3,491 GSF.

### 4.3.4 Ten-Year Master Plan Projected Build Out

The master plan identifies both five and ten-year planning horizons that incorporate new construction to satisfy the projected space needs. The following table includes the summary of master plan building square feet, parking and sequence of construction. The summary table is ordered by proposed building programs for both the 2015 and 2020 planning horizons that correspond with the keyed master plan graphics by color for new academic and parking. Square footage within individual buildings is additionally keyed to space types for identified academic programs and facility classroom types.

<table>
<thead>
<tr>
<th>Building Designation</th>
<th>Footprint Area (Sq. Ft.)</th>
<th>Floors (No.)</th>
<th>Gross Area (GSF)</th>
<th>Space Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Buildings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Per Educational Plant Survey</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>254,282</td>
<td>Total Programmed SF</td>
</tr>
<tr>
<td>2015 Proposed Buildings</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N1</td>
<td>31,833</td>
<td>3</td>
<td>95,500</td>
<td>Business Technology</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>17,373</td>
<td>Labs (Reading, Math, Writing, English &amp; English Acad. Prep.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20,207</td>
<td>Business Admin., Accounting Tech, Business Data Processing Lab, Mid-Level Supervisory/Management</td>
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</tbody>
</table>
### Table 4.3.a: HCC Brandon Campus Master Plan

**New Academic and Support Area Summary 2010-2020**

<table>
<thead>
<tr>
<th>Building Designation</th>
<th>Footprint Area (Sq. Ft.)</th>
<th>Floors (No.)</th>
<th>Gross Area (GSF)</th>
<th>Space Type</th>
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<td></td>
<td>7,649</td>
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<td></td>
<td>Health Information Management, Pharmacy Lab</td>
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<td></td>
<td>24,296</td>
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<td></td>
<td></td>
<td>Student Services &amp; Office</td>
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<td></td>
<td><strong>79,002</strong></td>
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<td></td>
<td>71,060</td>
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<td></td>
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<td></td>
<td></td>
<td>Library*</td>
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<td>15,000</td>
<td>3</td>
<td>45,000</td>
<td><strong>26,957</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Auditorium &amp; Audiovisual</td>
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<td></td>
<td></td>
<td><strong>26,957</strong></td>
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<td>Subtotal SF</td>
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<td>Biology &amp; Biotechnology</td>
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<td>Physics &amp; Physical Science</td>
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<td>6,073</td>
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<td></td>
<td></td>
<td>Chemistry &amp; Organic Chemistry</td>
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<td>Engineering Labs (Computer, Technology, Manufacturing)</td>
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<td>Office</td>
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<td></td>
<td><strong>41,554</strong></td>
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<td>Subtotal SF</td>
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<td><strong>40,653</strong></td>
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<td>Subtotal SF</td>
</tr>
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<td></td>
<td>41,554</td>
</tr>
<tr>
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<td></td>
<td></td>
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<td>Subtotal SF</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>259,226</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Programmed SF</td>
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</tbody>
</table>

| 2015 Total           | 91,833                   | 275,500      |                  |            |

<table>
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<tr>
<th>2020 Proposed Buildings</th>
<th>Footprint Area (Sq. Ft.)</th>
<th>Floors (No.)</th>
<th>Gross Area (GSF)</th>
<th>Title</th>
<th>SF</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6</td>
<td>15,000</td>
<td>3</td>
<td>45,000</td>
<td></td>
<td></td>
<td>Academic Use</td>
</tr>
<tr>
<td>N7</td>
<td>15,000</td>
<td>3</td>
<td>45,000</td>
<td></td>
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<td>Academic Use</td>
</tr>
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<td>N8</td>
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<td>3</td>
<td>64,500</td>
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<td>Academic Use</td>
</tr>
<tr>
<td>N9</td>
<td>21,500</td>
<td>3</td>
<td>64,500</td>
<td></td>
<td></td>
<td>Academic Use</td>
</tr>
<tr>
<td>2020 Total</td>
<td><strong>73,000</strong></td>
<td></td>
<td><strong>219,000</strong></td>
<td>N/ A</td>
<td></td>
<td>Programmed SF</td>
</tr>
</tbody>
</table>

| 2015-2020 Totals       |                          |              |                  | 748,782|    | Projected SF Needed |
|                        |                          |              |                  | 744,957|    |                     |
|                        |                          |              |                  | 3,825  |    | Additional SF Depicted |

*Total square footage for Library subject to change based on actual need at time of building construction*
### Table 4.3.b: HCC Brandon Campus Master Plan
Parking Area Summary 2010-2020

<table>
<thead>
<tr>
<th>Parking Designation</th>
<th>Parking Spaces</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Spaces¹</td>
<td>1,027</td>
<td>865 paved</td>
</tr>
<tr>
<td>S1</td>
<td>49</td>
<td>Surface Parking</td>
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<tr>
<td>S2</td>
<td>230</td>
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<td>S3</td>
<td>225</td>
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<td>S4</td>
<td>182</td>
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<tr>
<td>S5</td>
<td>980</td>
<td>Structured Parking</td>
</tr>
<tr>
<td>S6²</td>
<td>800</td>
<td>Structured Parking</td>
</tr>
<tr>
<td>Sub Total</td>
<td>2,466</td>
<td></td>
</tr>
<tr>
<td>S7 (2015)³</td>
<td>131</td>
<td>Surface parking</td>
</tr>
<tr>
<td>S7 (2020)³</td>
<td>980</td>
<td>Converted to structured parking</td>
</tr>
<tr>
<td>Sub Total</td>
<td>2,597</td>
<td>With S7 (2015)</td>
</tr>
<tr>
<td></td>
<td>3,446</td>
<td>With S7 (2020)</td>
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<td>Total</td>
<td>3,446²</td>
<td>Projected Spaces Needed</td>
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<td></td>
<td>3,635³</td>
<td>Additional Spaces Depicted</td>
</tr>
<tr>
<td></td>
<td>-189</td>
<td></td>
</tr>
</tbody>
</table>

¹ Existing spaces have been included within the proposed spaces due to reconfiguration of the lots.
² S6 is an existing surface parking lot (106 spaces) that will be converted to parking structure.
³ S7 will likely be built as a surface parking lot (131 spaces) and converted to parking structure (980 spaces).

#### 4.3.4.1 Academic Building Phasing

The construction of Building N1 will complete northward expansion in order to minimize long term encroachments into the floodplain area. Campus development will then move to Buildings N2 and N3 which will be placed along the western edge of a newly designed pedestrian plaza space which terminates into the existing stormwater pond at the south end of campus. The next two buildings N4 and N5 will be mirror images of N2 and N3, framing the eastern side of that new pedestrian plaza space. The construction of these buildings will reduce some of the existing surface parking, and therefore require additional parking facilities to be constructed. For 2015 two new surface lots (S4 and S7) and two new parking garages (S5 and S6) will be constructed to accommodate demand.

For the 2020 projections, N6 and N7 will be located on either side of the stormwater pond at the south end of campus, with N8 and N9 located just to the west. Surface parking will be lost with the construction of N8 and N9, and therefore accommodation will require the conversion of surface parking lot S7 into a parking garage S7.
4.3.4.2 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-E through 4-K at the end of this Section.

A. Parking/Circulation

The final physical master plan envisions a major east-west loop roadway connecting Falkenburg Road to Columbus Drive. The loop road will include a new iconic gateway entry to Falkenburg which will relieve some of the traffic congestion that is currently experienced at the Columbus Drive exit. Completion of this road continues to be seen as critical to the development of the new campus uses and identity.

Existing surface parking lots located at the south end of campus will be converted to building footprints and pedestrian ways. The parking demand will require the construction of new surface lots to the west of the core campus (where there are currently dirt overflow parking lots). As the campus continues to grow through the 2020 timeframe, some surface lots will need to be converted to new parking structures, which are programmed in three locations on campus. Non-PECO funding sources for these structures must be identified.

B. Stormwater

The existing stormwater management system should be modified to accommodate the runoff generated with the new buildings and roadway improvements proposed for future campus expansion. A total of three (3) ponds are estimated to be necessary for the relocation of existing ponds and re-routing of the runoff generated with the new impervious areas. Ponds are to be sized based on Hillsborough County and Florida Department of Transportation criteria, depending on the location of the point of discharge.

C. Sanitary Sewer

Coordination with the Hillsborough County Sanitary Sewer Department will be necessary as specific building proposals are identified to ensure that adequate available capacity exists. On-campus lines to be extended to future buildings as necessary and the existing system may need to be upgraded to accommodate for additional flows that new development may bring.

D. 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 may be built to loop the system,
as much as possible. The existing master water meter may need to be updated to accommodate for additional demand generated by future buildings.
Parking Spaces

Existing Spaces* 1,027
S1 49
S2 230
S3 225
S4 182
S5 980
S6** 800
S7*** 580
Total 3,446

* Existing spaces have been included within the proposed spaces due to reconfiguration of the site.
** S6 is an existing surface lot (106 spaces) that will be converted to structure as funding becomes available.
*** S7 will likely be built as a surface lot (131 spaces) and converted to structure as funding becomes available.

Buildings

Existing 254,282 GSF

2015 Buildings

N1 95,500 GSF
N2 45,000 GSF
N3 45,000 GSF
N4 45,000 GSF
N5 45,000 GSF

2015 Subtotal 275,500 GSF

2020 Buildings

N6 45,000 GSF
N7 45,000 GSF
N8 64,500 GSF
N9 64,500 GSF

2020 Subtotal 219,000 GSF

Total 748,782 GSF
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.


Hillsborough Community College (2000). Hillsborough Community College Brandon Campus Master Plan. Tampa, FL.


Hillsborough Community College (2004-2005). Hillsborough County Community College Course Catalog. Tampa, FL.

Hillsborough Community College (2004-2005). Hillsborough Community College Corporate Training Center Catalog, Tampa, FL.

Hillsborough County City-County Planning Commission:
- Economic Data
- Residential Building Permit Activity

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

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

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.

Trendline 2004 – Hillsborough Community College Fact Book.

U.S. Census Bureau, Census 2000. Table DP-1, Profile of General Demographic Characteristics for Ruskin CDP, Apollo Beach CDP, Gibsonton CDP, Wimauma, CDP, Greater Sun Center CDP, and Unincorporated Hillsborough County.
Appendix A

Existing Campus Building Footprints
Site: 6 Brandon Campus
Parking Site Plan

Parking Capacity
710 - Regular
122 - Staff & Faculty
18 - ADA
7 - Visitor
8 - Motor Cycle
170 - Overflow

Science Building
Administration Building
Academic Building
Humanities Building
Technology Building
Library Building
Physical Plant
District Central Receiving
Warehouse
Brandon Campus Building 606
Library Building -BLRC
1st Floor Plan
8/1/02
Brandon Technology Building 605
Technology Building -BTEC
1st Floor Plan
8/9/02
Appendix B

Community Meeting Notes
MEMORANDUM OF MEETING

Meeting Date: 03/12/2010

Location: HCC Brandon – BADM116 – Multi-Purpose Room
PINs: 05036-002-000
Project Name: HCC 2010 Brandon Campus Master Plan Update
Purpose of Meeting: Community Meeting Discussion

Minutes Prepared By: Evan Johnson
Minutes Date: 03/12/2010

Attendees:
- Wilson Miller
- Evan Johnson (EJ)
- Neale Stralow (NS)
- Michael English (ME)
- Urban Studios
- Mickey Jacob (MJ)

Comments or Actions Required: If you should have any comments or changes to the following please contact me within the next 14 days or the following will stand as a true and accurate account of the proceedings.

The following is a summary of the discussion provided during the scheduled community involvement workshop for the 2010 master plan update. A total of 11 persons attended the meeting.

Dr. Soto welcomed everyone and provided an overview of the campus and purpose of the discussion. See attached sign in sheets for names and titles of attendees.

Michael English – introduced the team and provided an overview of the 2010 master plan update.

Neale Stralow – provided an overview presentation of the 2010 master plan update process, schedule, preliminary growth projections and relationships to the 2005 master plan.

Open discussion occurred throughout the presentation and is summarized below:

- Isn’t it a problem that the grass parking shown on the refined exhibit would likely flood during heavy rains?
- HCC should work to get improved transit connections to the campus. Administration should advocate to HART.
- Possible that parking problem might be reduced and transit would be more readily used if a parking fee was implemented or other incentives were given.
- Dr. Soto thinks that there should be a discussion about maximum enrollment. Believes that maximum enrollment should not exceed 12,000. 7,500 students are currently
enrolled. He is interested in better understanding how total campus function can be calculated as it relates to the provision of convenient access, parking, etc.

- New access drives are needed on campus. The proposed plan increases parking provided near Columbus Drive, which will likely make the access situation worse.
- How long is the walk from the northernmost parking area to the southern end of campus?
  - Neale Stralow – It is a five minute walk – less than ¼ mile.
  - Dr. Soto – Believes that the two southern buildings shown on the refined plan would allow enough students to meet the 12,000 student criteria.
- Has it been considered to place parking under new buildings?
- Master Plan Team – this has been considered, but it is very expensive.
- Is there precedence for capping enrollment for Community Colleges?
  - Barbara Larson - Valencia Community College and Miami Dade Community College have capped enrollment at least at some locations.
  - Dave Cabeceiras – In order to cap enrollment, campuses have to be substantially complete. This means that there isn't room at other campuses, and that a new campus is required.
- It seems that online education might reduce the demand on physical facilities.
- Phasing – Are the buildings expected to be built as numbered (1,2, & 3)? Seems like Building 1 would be more expensive because of the floodplain mitigation.
- Neale Stralow – Phasing is still undecided. The purpose of the master plan is to provide flexibility for future decisions. Implementation phasing can change.
- Dr. Soto – Brandon Community Advantage Center also offers an opportunity to reduce the demand for courses on the HCC Brandon Campus. It might be a location where more expansion can occur.
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HCC Brandon Campus
2010 Master Plan Update

WilsonMiller, Inc.
Michael English, AICP
Neale Stralow, AICP, ASLA
Evan Johnson, AICP, LEED AP

Urban Studio Architects
Mickey Jacob, FAIA
Project Scope

• Collect input on current and future programming
• Develop physical plan alternatives addressing projections for 2015 and 2020
• Approval of revised Master Plan by Board of Trustees
Project Milestones

• Internal Kick Off Meeting – Nov. 2009
• Preliminary Plan Meeting – Feb. 2010
• Community Meeting – March 2010
• Draft Master Plan - March 2010
• Trustees Approval – April/May 2010
Project Process

• Document changes since opening
• Collect campus and community input
• Develop/refine growth projections
• Create physical plan alternatives
• Complete final plan and phasing
HCC Brandon Campus – 2005 Master Plan
2010 Land Area – ±81.29 Acres
2010 Total Building Area – 254,282 SF

HCC Brandon Campus – Existing Conditions
2008-2009 Existing – 254,282 SF
2015 Projected Need – 528,669 SF (-274,387 SF)
2015 Projected Parking – 2,402 spaces (-1,375)
2020 Projected Need – 744,957 SF (-216,288 SF)
2020 Projected Parking - 3,385 spaces (-1,105)
2015 Projected Need – 528,669 SF (-274,387 SF)
2015 Plan – 524,282 SF
2015 Projected Parking – 2,402 spaces (-1,375)
2015 Plan Parking – 2,270

HCC Brandon – Proposed 2015 Master Plan
Your Input Needed

• Academic Programs
• Safety/Security
• Campus Design
• Sustainability
• Other Areas of Interest