Acknowledgements

Hillsborough Community College would like to acknowledge everyone who has contributed their support and leadership in charting the future course of the SouthShore Campus through the completion of the 2010 Comprehensive Master Plan, including:

Mr. Rod Jurado - Chair
Mr. Andrew Graham - Vice Chair
Mr. Daniel Coton
Ms. Nancy Watkins
Mr. Randall Reid

HCC Administration

Dr. Gwendolyn Stephenson - HCC President
Dr. Allen Witt - Campus President
Ms. Barbara Larson - Chief Financial Officer
Martha Kaye Koehler - College Attorney
Robert Wolf - Senior Vice President, Operations
David Cabeceras - Director of Facilities Planning & Construction

South Shore Campus Faculty/Staff Representatives

Dr. Allen Witt - Campus President
Kathy Jacobs - Executive Staff Assistant
Rick Chorzelewski - Facilities
Myra Williams - Sr. Staff Assistant
Judith Nolasco - Dean of Academic Affairs
Steve Stancil - Dean of Student Services

Campus Planning Team

WilsonMiller, Inc.
Urban Studio Architects, Inc.
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Executive Summary

Purpose

In the fall of 20095, Hillsborough Community College (HCC) initiated an update of the SouthShore Campus Master Plan. This Executive Summary provides an overview of the master planning process, identifies future campus needs, and presents the conceptual master plan.

Planning Process

The master planning team—consisting of campus physical and program planners, architects, engineers, and landscape architects—has worked to maintain an open and engaged process that involved members of the HCC community, local residents, and civic leaders in a series of informational interviews, meetings, and seminars that occurred at critical points in the planning process. At each stage, the input was incorporated into the effort to help the team create a final concept and set of documents that truly reflects HCC and its community.

A. Existing Conditions Documentation

The campus master plan update began with the collection and review of existing information relating to existing land use relationships, infrastructure availability, and physical environs. The conditions were documented in narrative and graphic exhibit format.

B. Environmental Scanning

Demographic and trends analyses were developed based upon on regional and statewide data for community colleges. Increasing regional population, increasing high school graduation rates and HCC’s enhanced recruitment strategies will continue to influence the future campus expansion needs. Based upon the environmental scan and the 2010 Educational Plant Survey, a five-year campus capital outlay full-time equivalent (COFTE) enrollment projection of 815 was identified and addressed during the design phase of the project. A ten-year projection was also developed using the historic growth trends for the college. This projection showed a total FTE of 1,148 by the year 2020. Both the five year and ten year projections are addressed in the physical master plan discussed in Section 4.0 of this report.

C. Campus Planning Team Design Workshop Participation

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

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

In March 2010 a Community Meeting was held with representatives of the SouthShore Master Planning Team, and interested stakeholders from the community. This meeting identified concerns to be addressed and opportunities to be explored. Input taken from the meeting was 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:

- Program initial new buildings as mirror images of the existing structures creating internal view corridors.
- Design a primary ceremonial access point off of Shell Point Road.
- Locate buildings to create an attractive architectural vista from the new Shell Point Road entry.
- Create and program a centralized plaza space which will serve as the core of the campus.
- Build strong pedestrian connections to the adjacent trail systems, existing and proposed.
- Continue SouthShore Center’s designation as the HCC Green Campus by incorporating sustainability elements throughout the campus that will phased in as capital investments are made.
- Protect the major wetland systems and create educational programming opportunities that incorporate natural systems into curriculum.
- Ensure covered walkway connections are incorporated into every new building design.
- Use stormwater ponds as attractive design features of the campus.
- Establish linked pedestrian walking trails throughout the campus.
1.0 Project Overview

1.1 Campus History

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

Hillsborough Junior College (HJC), which became the 27th educational institution to be organized under this master plan, got its start on October 4, 1967, when Governor Claude Kirk appointed a Junior College Advisory 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.

The SouthShore Center opened its doors in 2008, and represents the newest HCC location. The Center was constructed on land donated for that purpose as part of the master-planned development, SouthShore Corporate Park.

1.2 Historic and Archeological Resources

During discussions with HCC staff, no archeological or historical resources were identified at the SouthShore Center.

1.3 Campus Location

The HCC Ybor Campus is located in Section 03, Township 32, Range 19 of Hillsborough County, in Ruskin Florida. The campus is located at the southern end of the South Shore Corporate Park, a mixed-use Development of Regional Impact (DRI) that contains a mix of commercial, light industrial and residential uses. The campus is bordered by wetlands to the east, Shell Point Road to the south, 24th Street to the west, and vacant property zoned for residential development.

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

1.4.1 Vision

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

1.4.2 Mission

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

1.4.3 Goals

Hillsborough Community College highly values the following core concepts:

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

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

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

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

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

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

2.1 Academic Programs and Enrollment

2.1.1 Academic Programs

The SouthShore Center provides comprehensive programs for students seeking to:

1. Transfer to an upper-division institution through the Associate in Arts degree;
2. Directly enter the workplace with an Associate in Science degree;
3. Obtain a certificate indicative of competence in a particular field as part of either continuing workforce education or post-secondary adult vocational instruction;
4. Continue their education supportive of personal growth;
5. Enroll for credit course work as a non-degree seeking student; and
6. Enroll as a transient student while being enrolled primarily at another institution.

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 a minimum of 60 credit hours, and degrees are designed to prepare students for employment. Students that have earned an A.S. or Associate in Applied Science (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 Center offers intensive Associate in 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 Science

The main goal of the Associate in Science Department is to be responsive to the needs of the workforce. As a result, the Associate in Science Program offers a wide variety of technical degree and certificate programs. The A.S. is designed to serve local workforce needs, and new programming is typically developed to respond to local market need and/or the Florida Agency for Workforce Innovation’s Regional Targeted Occupational List, which is published annually. If a program is proposed that is not on the list, an individual campus must complete a study documenting a need.

The Associate in Science programs at the SouthShore Center include the following:

- Nursing (AS)
- Emergency Medical Services (AAS)

B. Associate in Arts

The Associate in Arts (A.A.) degree program is designed primarily to meet the requirements for a student to transfer to the upper division level of a college or university to continue to work toward a bachelor’s degree. The SouthShore Center is primarily an A.A. campus, with a focus on disciplines in medical related fields.

The AA Degrees offered at the South Shore, are as follows:

- Education/Teacher Preparation (AA.EDU)

Like all programs at the SouthShore Center, the A.A. program has experienced rapid and significant enrollment growth since the center opened. The Administration stated that the classroom space utilization is at maximum capacity during the prime hours and noted that a total of six portable classrooms had been brought in to help relieve the capacity issues.

C. College Credit Certificates

A college credit certificate (CCC) may be awarded for programs of less than two years in selected technical areas leading to an associate in applied science degree. The CCC’s are designed to prepare the student for entry into a particular field or to upgrade the skills of those already employed in the field.

The SouthShore Center offers several College Credit Certificates in a variety of fields, including:

- Emergency Medical Technician
- Paramedic
- Medical Information/Coding/Billing
D. Post Secondary Adult Vocational Certificates

A Post Secondary Adult Vocational Certificate (PSAV) is a specialized certificate, designed for those students interested in a specific job in business or industry. Courses in these programs are not considered college credit. PSAV credit requirements vary in the number of hours required for completion.

The SouthShore Center offers a PSAV in the following field:

- Early Childhood Education

2.1.2 Enrollment

The SouthShore Center opened in the Fall of 2008. During the 2008-2009 academic year enrollment at the SouthShore Center was 2,839 students (shown in Table 2.1.a).

Student enrollment at the community college level is at least in part a function of the surrounding economic conditions, and therefore it is quite common to have fluctuations from one year to another. Although the economic conditions have contributed to the growth in student enrollment at the Center, it is expected that the demand will remain high as a function of the growing residential population within the area.

Therefore, current classroom space limitations at the SouthShore Center will need to be addressed through expansion onto currently vacant land within the campus.

<table>
<thead>
<tr>
<th>Table 2.1.a: HCC SouthShore Headcount Totals 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Credit</td>
</tr>
<tr>
<td>Non-credit</td>
</tr>
<tr>
<td>Rec. &amp; Leisure</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 2.1.b below summarizes growth in the Full Time Equivalent (FTE) for the SouthShore Center. The increase in FTE is consistent with the growth in the student population, and is well in excess of the current campus design capacity of 400 FTE. In fact, although enrollment is still continuing for the 2009-10 academic year, the current FTE count is more than double that of the previous year.
Table 2.1.b: HCC SouthShore Full Time Equivalent (FTE) Totals 2008-2009

<table>
<thead>
<tr>
<th>Type</th>
<th>2008-2009</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>606.8</td>
<td>99.4%</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>3.8</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td>610.6</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

2.2 Existing Community Context

The SouthShore Center is located to the east of 24th Street immediately north of Shell Point Road. The Center is located at the south end of the mixed use South Shore Corporate Park DRI in Ruskin, Florida.

2.2.1 Surrounding Community Context

A. Riverview

Riverview is an unincorporated Census Designated Place (CDP) located in southern Hillsborough County. According to Census 2000 Riverview had a population of 12,035, which was nearly double the 1990 total of 6,478. The area is fairly diverse, though less so than other nearby areas, especially Ruskin to the south.

Riverview was settled in the late 19th Century along the banks of the Alafia River, and included the areas of Riverview and Peru, which were located on either side of the river. The community is conveniently located off of US Highway 301 to the east of Interstate 75, and has become an area of rapid growth (especially residential) over the last several years. A large percentage of students attending the SouthShore Center come from the Riverview area, as is discussed further in Section 3.7.

B. Ruskin

Ruskin is an unincorporated Census Designated Place (CDP) located in southern Hillsborough County. In the year 2000 Ruskin had a population of 8,321. The area is ethnically diverse, and contains a large Hispanic population (36.7% of population in 2000).

Ruskin was originally founded at the beginning of the 20th Century as a new model cooperative community with Ruskin College as its central feature. The college was active until World War I, and to this day there remain some historic structures related to the institution in Ruskin. Today Ruskin is a prime agricultural area, with many agricultural companies producing a variety of produce. The community is also home to the annual Ruskin Tomato Festival.
C. Wimauma

Wimauma is an unincorporated Census Designated Place (CDP) located in southern Hillsborough County. According to the 2000 Census, Wimauma had a population of 4,246. The area is primarily made up of Hispanics, which made up 72.9% of the population in 2000.

Wimauma was established in the early 20th Century by C.H Davis, who named the area after his daughters, and constructed a train station. The community was an incorporated town until sometime in the 1930’s, and now remains a unique unincorporated part of Hillsborough County. The community remains largely agricultural, though in recent years there has been some significant residential growth.

D. Apollo Beach

Apollo Beach is an unincorporated Census Designated Place located in southern Hillsborough County. According to the 2000 Census, the population of Apollo Beach was 7,444 people. The population is largely white (93.8%) and has a population of residents over 65 higher than the U.S. average (18.7% vs. 12.4%).

Apollo Beach is located to the west of US 41, just south of Big Bend Road in southern Hillsborough County. The community was established in the mid 20th Century as a large master planned community. The community is primarily consists of single family homes, many of which are located on canals that were dredged for the development.

E. SouthShore Corporate Park

The South Shore Corporate Park is a Development of Regional Impact (DRI) located in south Hillsborough County. It is bordered by 19th Avenue to the north 18th Street to the West, SR 674 to the south and Interstate 75 to the east. When completed, the development will contain nearly 3,000 residential units, and over six million square feet of light industrial, office, and commercial uses.

F. Sun City Center

Sun City Center is a Census Designated Place (CDP) located just to the east of the South Shore Center. In 2000, the Census estimated the population at 16,321, with the vast majority of them over the age of 65 (83%). The community includes several age-restricted communities and associated businesses.

2.2.2 Regulatory Issues

The land use regulations currently in place on the HCC South Shore Center reflect the area’s location within the South Shore Corporate Park DRI. The Center is located within a parcel designated community college within the DRI plan.

The following section describes the zoning and future land use designations that regulate land use within the area.
2.2.2.1 Jurisdiction

The HCC SouthShore Center is located within unincorporated Hillsborough County. The Planning and Growth Management Department oversees the zoning on the parcel, and the Hillsborough County City-County Planning Commission regulates Future Land Use. The Hillsborough County Environmental Protection Commission and the Southwest Florida Water Management District (SWFWMD) regulate any impacts on the campus.

2.2.2.2 Zoning

The SouthShore Center Is located within the SouthShore Corporate Park (DRI #249), which contains specific development standards for each of the individual development tracts (PRS 08-1008). The SouthShore Center is located within Tract X.

The specific development standards for Tract X require a 30’ setback from the wetland line and an additional 30’ corridor for the construction of a multi-use trail along the eastern side of the property.

2.2.2.3 Future Land Use

The Hillsborough County Comprehensive Plan Future Land Use Designation covering the South Shore Center site and its surrounding areas is Suburban Mixed Use-6 (SMU-6). This designation allows for urban/suburban densities and intensities timed to the provision of public facilities.

Suburban Mixed-Use-6 allows for up to six dwelling units per gross acre provided the project demonstrates a clustered, planned development with appropriate open space and protection of natural lands. For non-residential uses, the designation allows up to a .25 floor area ratio (FAR) for commercial, a potential .35 FAR for office uses, and a potential .50 FAR for industrial uses.

2.2.2.4 Urban Service Area

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

2.2.2.5 Environmental

The SouthShore Center is located on a former tomato field, and the western two-thirds (where the initial buildings have been constructed) has no environmental features of note. However, the eastern third of the property is a sensitive environmental area containing significant wetlands and the Wolf Branch Creek. The intent of SouthShore Center’s design is to minimize impacts to the natural environment. Any impacts should be avoided as they would cause significant floodplain and wetland mitigation issues.

2.2.2.6 Lease Agreements

The South Shore Center provides short-term rentals of meeting/community rooms to corporations.
and civic groups for various functions. The center has agreements with St. Leo University and Webster University for the use of office space and classrooms for University Partnership Programs. No other lease agreements were identified by staff.

2.2.2.7 Florida Statute Requirements

Florida Statutes 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 by which PECO funding can be received 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 Plan

The HCC SouthShore Center currently includes a single building with approximately ±55,000 square feet. As documented in the 2005 Master Plan, the SouthShore Center was conceived as a “Campus within a Florida Parkland.” The clear, organization of facilities and circulation was used to provide an obvious and understandable sense of orientation and identity for the campus as additional buildings were constructed.

2.3.2 Existing Buildings

The SouthShore Center currently contains (13) general classrooms, (8) labs, a (1,888 square foot) community room, and a Learning Resource Center (LRC) in the permanent structure. An additional six portable classrooms were added in January 2010. The building is linear, organized in a space-efficient, double-loaded corridor arrangement—central circulation flanked by program spaces on each side. The ends provide opportunities for special spaces, such as the library/resource center. The orientation maximizes south and north exposure, thereby minimizing west and east exposure to avoid the more difficult day-lighting conditions (low sun angles). The building footprint has been kept narrow to maximize the potential for natural day-lighting and natural ventilation, while accommodating the larger rooms. Sloped roofs create protected and accessible attic zones for mechanical equipment and provide opportunities for shading (south side), solar PV panels, and rainwater harvesting.

The Center is considered a single two-story building, though it is made up of five separate buildings that are connected by an overhead canopy and connected by walkways. The first floor contains both general classroom space and classrooms specifically for the nursing program. There are also several lab spaces including the following:

- Nursing Lab
- Chemistry Lab

Figure 2.3.a: The SouthShore Center Building currently includes a single building with approximately ±55,000 square feet.
Hillsborough Community College: SouthShore Center

- Emergency Medical Technician (EMT) Lab
- Math/Reading Lab
- Computer Lab

The remainder of the first floor contains vending areas, a cyber café, the Partnership Center, Faculty/Staff Offices, Student Services, and other essential Center functions.

The Second Floor of the Center contains general classroom space, Community Meeting Rooms, Learning Resources Center, Faculty Offices, Faculty Lounge, Biology and Physical Science Labs, and the offices of Campus Administration.

2.3.3 Recreation and Open Space

The primary open spaces at the SouthShore Center are the open air courtyards and corridors within the building. These areas are covered to protect pedestrians, and provide numerous seating, gathering and outdoor dining opportunities. The other main potential recreational use is along Wolf Creek which serves as the eastern boundary of the Center. This area will eventually be part of the South Coast Greenway (Phase I), which will stretch from College Avenue to 19th Avenue. Due to budget constraints this project has been put on hold by Hillsborough County.

2.3.4 Safety and Security

During discussions, SouthShore Center Staff did not identify any major specific issues/concerns related to safety and security on the property. The only potential issue identified was the lack of multiple entrances onto the campus, which could be problematic if there was an incident that would force that entrance to close.

2.4 Existing Infrastructure

This section discusses the existing transportation system on and off of the SouthShore Center, as well as current infrastructure related to stormwater, sanitary sewer, potable water, chilled water and communications.

2.4.1 Parking/Circulation

Existing access onto the site is from 24th Street via a gateway entrance along the northwest corner of the property. The driveway is aligned with the access drive into Lennard High School across the street.

2.4.1.1 Adjacent Roadways

There are two primary adjacent roadways near the SouthShore Center. These are 24th Street which abuts the campus along its western edge, and Shell Point Road, which is located south
of the site. There are currently no plans to widen these two roads serving the SouthShore Center. Hillsborough County monitors level of service (LOS) on Shell Point Road, which is currently designated as a Level of Service “B”.

2.4.1.2 Internal Vehicular Circulation

Safe, convenient, and attractive access for students and staff is essential for a community college. Primary vehicular access is from 24th Street. The entrance driveway leads to arrival and drop-off area for visitors, passenger unloading, and the disabled.

2.4.1.3 Parking

There are two surface parking lots serving the SouthShore Center, the newest of which was just completed in 2009. The total number of existing spaces on the property is listed below.

<table>
<thead>
<tr>
<th>Parking Space Type</th>
<th>Number of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>498</td>
</tr>
<tr>
<td>ADA</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>509</strong></td>
</tr>
</tbody>
</table>

Source: HCC SouthShore Facilities & WilsonMiller

2.4.1.4 Transit

The SouthShore Center is served by HART bus routes 87 & 31 that primarily serve south Hillsborough County. Route 31 connects north on US 41 into the City of Tampa, terminating at the Marion Transit Center. Route 87 is an east/west route that connects the town of Wimauma to US 41 to the west. The service operates during weekdays on headways that range from one to three hours. Center administration reported that they have observed several students utilizing Route 87, but that Route 31 rarely picks up students.

2.4.1.5 Pedestrian Facilities/Links

Pedestrian circulation within the campus occurs primarily within the center core which provides weather protection. In addition, a sidewalk leads from the campus core to 24th Street, which connects to a newly constructed crosswalk to Lennard High School.

There are excellent bike trail connections within the area immediately surrounding the HCC SouthShore Center. There is a bike trail that runs along 24th Street from Shell Point Road to 19th Avenue. To the south, the Shell Point Trail is an 8’ trail that runs along the northern side of Shell Point Road from 15th Street to the west to 30th Street NE to the east. In addition the South Coast Greenway
is planned to be constructed along Wolf Creek Branch, and will eventually make a connection to the Shell Point Trail. This trail will eventually connect north and south through the county, and will run through the west end of the site along the west side of the Wolf Branch drainage. Together with the Shell Point Trail, the South County Greenway Trail forms a loop with the proposed 19th Street Trail. This loop will provide access from Wolf Branch to Simmons Park on the bay.

2.4.2 Stormwater

Pre-construction, the site was divided into two watersheds along a north-south ridge line. The eastern third of the site flows toward Wolf Branch Creek and the western two-thirds flows toward 24th Street. It was the responsibility of the developer to provide positive drainage outfall from the site to the west in conjunction with the construction of 24th Street. All stormwater must be detained and treated per regulatory requirements. There is also a 100 year floodplain on the west side of Wolf Branch Creek. Development should be minimized within the 100 year floodplain to avoid impacts and associated mitigation.

Water and its conservation is the key to the identity of the campus. Three major stormwater treatment ponds are present on site to retain water. The ponds accommodate runoff as freeboard, and filter and control the runoff before releasing it into the 24th Street storm drain and the Wolf Branch Creek channel. The two east ponds have naturalized edges along 24th Street side.

Parking lot drainage is directed to storm water treatment swales in the parking lot islands/medians that filter pollutants from the runoff before releasing it into the detention basins.

The site has been designed to match the pre-development peak discharge for the 25-year, 24-hour storm event. Lennard High School immediately west of the site was designed, permitted and constructed using the same criteria.

2.4.3 Sanitary Sewer and Water

Hillsborough County maintains a 6" sanitary sewer force main along Shell Point road. A stub out was proposed during the master planning and constructed during the Shell Point Road improvements. The SouthShore Center connects to the 6" force main with approximately 1,750
feet of 4" PVC force main. The Center also has a lift station with a 6 foot diameter wet well located at the northeast corner of the property between the two parking lots. This lift station serves the Center approximately 700 feet of 8" PVC sanitary sewer. This lift station will also serve future Center expansion.

2.4.4 Water Infrastructure

Hillsborough County provides water for the campus. SouthShore Center taps into an existing 12" D.I.P. water main along 24th street with a 6"x3" Combo Fire/Domestic Compound Master Meter. The connection point is located in the northwest corner of the site. An 8" PVC fire line and a 3" PVC domestic line services the existing buildings, while a 1-1/2" PVC domestic line services the on site lift station. Two fire hydrant assemblies are located on site, one at each end of the campus. A fire hydrant is also located nearby at the intersection of 24th street and Shell Point road. The campus also has two chiller plant facilities onsite (one multi-stack and one screw drive) with hot/chill lines to service the Mechanical HVAC systems for all the buildings and to service future expansion. At this time there is no reclaimed water line servicing the campus.

2.4.5 Electrical

Site lighting has been designed to reduce the amount of light trespassing. TECO provided pole lights for area parking ahead of electric metering. Therefore, the energy used for parking lot lighting will be controlled by TECO. South Shore facilities staff reported that campus area lighting and building exterior lighting has been reduced to a minimum level during off peak hours. Exterior lighting is controlled via photocell on/off time clock system.
LEGEND

- Campus Area
- Buildings
- Stormwater Ponds
- Wetland
- Stormwater Piping
- Catch Basin

BUILDING KEY

SMPF - Southshore Multi-Purpose Center
S1-S2 - Existing Parking Lots

NORTH

1" = 300 Feet
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, can 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 SouthShore Center.

The consultant conducted extensive online research and collected data from various sources. Much of the data obtained from interviews and websites is noted in this report and in Section 5.0 Sources.

3.3 Demographic Analysis

Based on 2000 Census data, Hillsborough County is expected to increase in population and ethnic diversity. The students at the SouthShore Center are primarily from Hillsborough County.

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.

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

**Chart 3.3.a**

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

**Table 3.3.b: 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>998,948</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

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 than the nation as a whole, during the period between 1990 and 2008. Hillsborough County’s population grew by 42 percent as well as that of the state. In addition, 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 at 40.1 years. In 2008, 20.5 percent of the region’s population and 20.2 percent of Florida’s population was 62 years old or older. This suggests that occupation demand will be in health related
occupations and credit programs will need to continue the focus on adult training and career skill building.

According to the 2000 Census over 500,000 people migrated to Hillsborough County. 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% migrated from abroad which includes foreign countries as well as Puerto Rico, U.S. Island Areas, and U.S. minor outlying islands.

The Hispanic population in Hillsborough County grew by 68 percent between 1990 and 2000, according to the U.S. Census. This population segment is projected to comprise 59 percent of the disadvantaged population in the near future. The African American population has grown from a population of 107,111 in 1990 to 144,259 in 2000; a 35 percent increase. In 1990, the Diversity Index for Hillsborough County was 1.78; in 2000, the number grew to 2.20. The Census Department estimates that the number is currently at 2.50. The U.S. Department of Education reports that Hispanic enrollment in two-year colleges outpaces Hispanic enrollment in all other levels of postsecondary education.

Given increases in international migration and in underserved students from Hispanic and African American populations, HCC will continue to experience increased 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 2007-2008 year. 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 projects the percentage of Hillsborough County high school graduates through the 5-year planning timeframe and assumes modest growth of 0.5% per year in high school graduates who will attend HCC.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03-04</td>
<td>04-05</td>
</tr>
<tr>
<td>Hillsborough HS Grad</td>
<td>8,617</td>
<td>8,659</td>
</tr>
<tr>
<td>% of local HS Grad Attraction</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>Projected Headcount To Attend HCC</td>
<td>1,371</td>
<td>1,810</td>
</tr>
</tbody>
</table>

Source: HCC Factbook 2009
### 3.4.1 State of Florida Policy Data

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

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

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>Table 3.5.a: Industries Gaining The Most New Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workforce Region 15- Hillsborough County</strong></td>
</tr>
<tr>
<td><strong>Rank</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
### Table 3.5.a: Industries Gaining The Most New Jobs
Workforce Region 15 - Hillsborough County

<table>
<thead>
<tr>
<th>Rank</th>
<th>Industry Code</th>
<th>Title</th>
<th>Employment</th>
<th>Annual Change</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<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 Services will need another 6,735 workers, followed by Food Services and Drinking Places generating another 6,538 jobs over the eight-year period.

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


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.

### Table 3.5.b: Business Services Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Regional</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>Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>433031</td>
<td>Bookkeeping, Acct, &amp; Auditing Clerks</td>
<td>1.84</td>
<td>2,211</td>
</tr>
<tr>
<td>132031</td>
<td>Budget Analysts</td>
<td>1.36</td>
<td>41</td>
</tr>
<tr>
<td>132041</td>
<td>Credit Analysts</td>
<td>0.62</td>
<td>18</td>
</tr>
<tr>
<td>132051</td>
<td>Financial Analysts</td>
<td>2.57</td>
<td>209</td>
</tr>
<tr>
<td>132052</td>
<td>Personal Financial Advisors</td>
<td>2.09</td>
<td>452</td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113011</td>
<td>Administrative Services Managers</td>
<td>1.70</td>
<td>139</td>
</tr>
<tr>
<td>434051</td>
<td>Customer Service Representatives</td>
<td>2.82</td>
<td>4,339</td>
</tr>
<tr>
<td>431011</td>
<td>First-Line Superv. of Office &amp; Admin. Support Workers</td>
<td>1.23</td>
<td>921</td>
</tr>
<tr>
<td>112031</td>
<td>Public Relations Managers</td>
<td>1.95</td>
<td>31</td>
</tr>
<tr>
<td>131031</td>
<td>Claims Adjusters, Examiners, &amp; Investigators</td>
<td>1.53</td>
<td>277</td>
</tr>
<tr>
<td>112021</td>
<td>Marketing Managers</td>
<td>1.92</td>
<td>111</td>
</tr>
<tr>
<td>Office Administration</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>
</tr>
<tr>
<td>Legal Assisting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>436012</td>
<td>Legal Secretaries</td>
<td>1.97</td>
<td>365</td>
</tr>
<tr>
<td>232011</td>
<td>Paralegals &amp; Legal Assistants</td>
<td>3.00</td>
<td>615</td>
</tr>
<tr>
<td>Medical Records Transcription</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>436013</td>
<td>Medical</td>
<td>2.08</td>
<td>465</td>
</tr>
</tbody>
</table>
### Table 3.5.b: Business Services Occupations

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


### 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>211011</td>
<td>Substance Abuse &amp; Behavioral Disorder Counselors</td>
<td>2.78</td>
<td>103</td>
</tr>
<tr>
<td>211012</td>
<td>Educational, Vocational, &amp; School Counselors</td>
<td>1.91</td>
<td>240</td>
</tr>
<tr>
<td>211014</td>
<td>Mental Health Counselors</td>
<td>2.92</td>
<td>122</td>
</tr>
<tr>
<td>211015</td>
<td>Rehabilitation Counselors</td>
<td>1.81</td>
<td>65</td>
</tr>
<tr>
<td>211021</td>
<td>Child, Family, &amp; School Social Workers</td>
<td>2.86</td>
<td>280</td>
</tr>
<tr>
<td>211022</td>
<td>Medical &amp; Public Health Social Workers</td>
<td>3.41</td>
<td>209</td>
</tr>
<tr>
<td>211023</td>
<td>Mental Health &amp; Substance Abuse Social Workers</td>
<td>3.32</td>
<td>226</td>
</tr>
</tbody>
</table>

### Dental Hygiene

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>Program</th>
<th>Statewide</th>
<th>Regional</th>
</tr>
</thead>
<tbody>
<tr>
<td>319091</td>
<td>Dental Assistant</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>
</tbody>
</table>

### Medical Sonography Technology
<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>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>
<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>
<tr>
<td>292081</td>
<td>Opticians, Dispensing</td>
<td>1.45</td>
<td>63</td>
</tr>
<tr>
<td>292034</td>
<td>Radiologic Technologists &amp; Tech.</td>
<td>1.85</td>
<td>253</td>
</tr>
<tr>
<td>291126</td>
<td>Respiratory Therapists</td>
<td>2.54</td>
<td>170</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>Annual Percent Change</td>
<td>Due to Growth</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  

### Table 3.5.d: First Responder Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change</td>
<td>Due to Growth</td>
</tr>
<tr>
<td><strong>Criminal Justice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>333012</td>
<td>Correctional Officers &amp; Jailers</td>
<td>1.71</td>
<td>634</td>
</tr>
<tr>
<td>333021</td>
<td>Detectives &amp; Criminal Investigators</td>
<td>2.13</td>
<td>158</td>
</tr>
<tr>
<td>333051</td>
<td>Police &amp; Sheriff's Patrol Officers</td>
<td>1.34</td>
<td>486</td>
</tr>
<tr>
<td>131041</td>
<td>Compliance Officers, Exc. Safety, Agri, Constr &amp; Transp.</td>
<td>0.91</td>
<td>164</td>
</tr>
<tr>
<td>211092</td>
<td>Probation Officers &amp; Correctional Treatment Specialists</td>
<td>1.08</td>
<td>67</td>
</tr>
<tr>
<td><strong>Fire Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>332011</td>
<td>Fire Fighters</td>
<td>1.36</td>
<td>290</td>
</tr>
<tr>
<td>332021</td>
<td>Fire Inspectors &amp; Investigators</td>
<td>1.32</td>
<td>12</td>
</tr>
<tr>
<td><strong>Emergency Medical Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>292041</td>
<td>Emergency Medical Tech &amp; Paramedics</td>
<td>1.74</td>
<td>157</td>
</tr>
<tr>
<td>435031</td>
<td>Police, Fire, &amp; Ambulance Dispatchers</td>
<td>1.50</td>
<td>98</td>
</tr>
</tbody>
</table>


As shown in the tables above, the health occupations will continue to experience strong growth in the coming years. The existing medical-related programs at the HCC SouthShore Center are
well placed to take advantage of this continued growth in the health industry, and the continued expansion of these programs should be considered as part of a growth strategy.

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Average Annual Openings</th>
<th>Statewide</th>
<th>Region</th>
<th>Annual Percent Change</th>
<th>Due to Growth</th>
<th>Due to Separations</th>
<th>Total</th>
<th>Annual Percent Change</th>
<th>Due to Growth</th>
<th>Due to Separations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>151031</td>
<td>Computer Software Engineers, Applications</td>
<td>4.12</td>
<td>790</td>
<td>257</td>
<td>1,047</td>
<td>3.37</td>
<td>96</td>
<td>39</td>
<td>135</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151032</td>
<td>Computer Software Engineers, Systems Software</td>
<td>2.73</td>
<td>317</td>
<td>160</td>
<td>477</td>
<td>2.30</td>
<td>47</td>
<td>28</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151051</td>
<td>Computer Systems Analysts</td>
<td>2.87</td>
<td>645</td>
<td>562</td>
<td>1,207</td>
<td>2.32</td>
<td>69</td>
<td>75</td>
<td>144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>492011</td>
<td>Computer, ATM, and Office Machine Repairers</td>
<td>1.28</td>
<td>112</td>
<td>100</td>
<td>212</td>
<td>1.42</td>
<td>11</td>
<td>9</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151071</td>
<td>Network and Computer Systems Administrators</td>
<td>2.76</td>
<td>380</td>
<td>297</td>
<td>677</td>
<td>2.38</td>
<td>33</td>
<td>31</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113021</td>
<td>Computer and Information Systems Managers</td>
<td>1.67</td>
<td>117</td>
<td>109</td>
<td>226</td>
<td>1.24</td>
<td>11</td>
<td>14</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151041</td>
<td>Computer Support Specialists</td>
<td>1.44</td>
<td>445</td>
<td>924</td>
<td>1,369</td>
<td>1.20</td>
<td>36</td>
<td>90</td>
<td>126</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151021</td>
<td>Computer Programmers</td>
<td>-0.41</td>
<td>0</td>
<td>458</td>
<td>458</td>
<td>-0.92</td>
<td>0</td>
<td>48</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>439031</td>
<td>Desktop Publishers</td>
<td>0.48</td>
<td>5</td>
<td>20</td>
<td>25</td>
<td>1.25</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>271014</td>
<td>Multi-Media Artists and Animators</td>
<td>2.49</td>
<td>69</td>
<td>61</td>
<td>130</td>
<td>1.86</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>271024</td>
<td>Graphic Designers</td>
<td>1.54</td>
<td>251</td>
<td>419</td>
<td>670</td>
<td>1.37</td>
<td>17</td>
<td>32</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Digital Media/ Graphic Design**

**Database Technology**
### Table 3.5.e: Computer Related Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</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>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change</td>
<td>Due to Growth</td>
<td>Due to Separations</td>
<td>Total</td>
</tr>
<tr>
<td>151061</td>
<td>Database Administrators</td>
<td>2.80</td>
<td>168</td>
<td>61</td>
<td>229</td>
</tr>
<tr>
<td>151081</td>
<td>Network Systems &amp; Data Communications Analysts</td>
<td>4.88</td>
<td>1,103</td>
<td>416</td>
<td>1,519</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>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Percent Change</td>
<td>Due to Growth</td>
<td>Due to Separations</td>
<td>Total</td>
</tr>
<tr>
<td>173023</td>
<td>Electrical and Electronic Engineering Technicians</td>
<td>0.44</td>
<td>42</td>
<td>187</td>
<td>229</td>
</tr>
<tr>
<td>173012</td>
<td>Electrical and Electronics Drafters</td>
<td>1.30</td>
<td>22</td>
<td>46</td>
<td>68</td>
</tr>
<tr>
<td>492093</td>
<td>Electronics Installers &amp; Repairers, Transportation Equip.</td>
<td>1.50</td>
<td>18</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td>173025</td>
<td>Environmental Engineering Technicians</td>
<td>2.54</td>
<td>22</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>194091</td>
<td>Environmental Science Technicians, Including Health</td>
<td>1.67</td>
<td>32</td>
<td>71</td>
<td>103</td>
</tr>
<tr>
<td>192041</td>
<td>Environmental Scientists &amp; Specialists, Including Health</td>
<td>1.19</td>
<td>71</td>
<td>150</td>
<td>221</td>
</tr>
<tr>
<td>518031</td>
<td>Water and Liquid Waste Treatment Plant Operators</td>
<td>1.55</td>
<td>90</td>
<td>99</td>
<td>189</td>
</tr>
</tbody>
</table>
### Table 3.5.f: Technical Occupations

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


### Table 3.5.g: Hospitality/ Culinary Occupations

<table>
<thead>
<tr>
<th>Industry Code</th>
<th>HCC Program and Statewide Demand</th>
<th>Statewide</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average Annual Openings</td>
<td>Average Annual Openings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Growth</td>
<td>Due to Separations</td>
</tr>
<tr>
<td>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>
<tr>
<td>434081</td>
<td>Hotel, Motel, &amp; Resort Desk Clerks</td>
<td>2.25</td>
<td>387</td>
</tr>
</tbody>
</table>

Based on the Labor Market Statistics listed above other potential growth areas for the SouthShore Center could include computer/technical fields, especially software engineers and other programming related fields.

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 SouthShore Center requiring more classroom space, parking facilities, and educational programming on campus. Already, the Center has experienced exponential growth, and given an increasing population, and expanding marketing efforts, this growth is expected to continue.

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. During discussions with the Master Planning Team, an acute shortage of social spaces was identified, which could make the Center less attractive to young students in coming years.

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. The Master Planning Team identified that the Center already has a diverse student population, which is especially related to the diverse socioeconomic environments of southern Hillsborough County.

4) Regional demand for technical and health occupations will generate a need for additional classroom, laboratory and office spaces. The ramifications include:
   a. 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. The SouthShore Center has a strong health science program, and this should continue to be a focused area for growth through the Master Planning time horizon.
   b. 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 SouthShore Center, the Institutional Research Group (IRG) provided data reporting the number of students attending the Center by zip code. This data does have the following shortcomings that are important to note:

- 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 SouthShore Center. As can be seen in Figure 3.7.a below, the vast majority of students come from the Riverview and Ruskin areas of Hillsborough County. This graphic also shows a strong pull of students from throughout the I-75 corridor which makes commuting to the Center convenient.
According to the HCC 2009 Factbook, the SouthShore Center served a total of 2,833 students who took at least one credit/non-credit course at the campus and six students who took at least one Recreation & Leisure course. The 2008-2009 numbers illustrate a continued trend in the number of students enrolling in courses at the SouthShore Center. The increase has occurred for both overall headcount (which counts any student that has taken a course at the campus) and for full-time equivalent. Projecting FTE through the Master Plan period requires an examination of historical performance, programmed growth as documented in the Environmental Plant Survey (EPS), and the physical constraints of the campus. Table 2.1.b illustrates these trends.

Staffing projections were provided by the College and are part of the 2010 Educational Plant Survey, as shown in the table below. It should be noted that for the Fall 2008, the district employed 1,278-faculty, of which 996 are part-time and 282 full-time. During the 2008-09 academic year, HCC generated 18,774 annualized FTE. With an annualized FTE projection of 815 for 2014-2015, the faculty/staff FTE at the SouthShore Center is expected to increase.
proportionally with the student FTE increases. This number of faculty/staff increase will have implications in the development of parking projections.

South Shore Center had an FTE of 610.6 in 2008-2009, with a projection of 815 for the SouthShore Center as documented in the EPS for 2014-2015 EPS. The number of faculty/staff 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>2008-2009</td>
<td>610.6</td>
<td>72.9</td>
<td>8.4</td>
</tr>
<tr>
<td>2014-15</td>
<td>815</td>
<td>97.3</td>
<td>8.4</td>
</tr>
</tbody>
</table>

### 3.8 Space Needs and Campus Capacity

The HCC Administration develops projections for FTE and campus space needs every five years in the Educational Plant Survey (EPS). These projections utilize state standards to determine how much space will be needed to accommodate projected FTE enrollment. The five year projection as documented in the EPS is utilized by the State of Florida to determine funding priorities. This projection was used for the five year master plan. In addition, a ten year projection was developed using the annualized growth rate of 7% observed for the college since the mid 1990's.

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.

In response to the data collected, the campus planning team developed a planning scenario which uses the Florida guidelines for space allocation as shown in Table 3.8a below. This scenario includes an estimate of square footage needs (instructional and non-instructional) through both the five year (2014-2015) and ten year (2019-2020) time horizons.

It is important to note that the 2014-2015 FTE projection for the SouthShore Center shown in Table 3.8.a is based on the results of the Educational Plant Survey (EPS), with moderate growth rate applied to the intervening years out to 2019-2020. For the purposes of the 5 and 10 year Master Plans, these projections will be utilized as they follow State of Florida guidelines for projecting need. The SouthShore Center has experienced exponential growth since opening in 2008, and is expected to report a 2009-2010 FTE total of over 1,200, which is well above the five year projection from the EPS and the projection through 2019-2020. Given the rapidity of the growth experienced thus far and the uncertainty of intermediate trends due to current economic conditions, accurate projections are difficult. However, even within the 5-year time horizon, it is clear that there is a need for significant additional square footage, and given the PECO funding cycle, it is unlikely that funding would be available even to meet that need.
### Table 3.8.a: HCC – SouthShore Center
Space Allocation Comparisons using Florida Requirements

<table>
<thead>
<tr>
<th></th>
<th>2014-15 Space Alloc.</th>
<th>Existing Inventory</th>
<th>Space Deficit or Surplus</th>
<th>2019-2020 Space Proj.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COFTE=815 ASF</td>
<td>Existing ASF</td>
<td>Guideline ASF</td>
<td>COFTE=1,148 ASF</td>
</tr>
<tr>
<td><strong>Instructional Spaces:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>11,003</td>
<td>9,121</td>
<td>(1,882)</td>
<td>15,505</td>
</tr>
<tr>
<td>Nonvocational Spaces</td>
<td>10,808</td>
<td>4,936</td>
<td>(5,872)</td>
<td>15,230</td>
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<td>Vocational Spaces</td>
<td>1,987</td>
<td>5,084</td>
<td>(3,097)</td>
<td>2,800</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>23,798</strong></td>
<td><strong>19,141</strong></td>
<td><strong>(67,774)</strong></td>
<td><strong>33,534</strong></td>
</tr>
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<td><strong>Instructional Support:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/Study</td>
<td>10,250</td>
<td>5,493</td>
<td>(4,757)</td>
<td>14,443</td>
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<tr>
<td>Audiovisual</td>
<td>1,190</td>
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<td>(1,190)</td>
<td>1,677</td>
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<tr>
<td>Auditorium/Exhibition</td>
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<td>(5,000)</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>5,493</strong></td>
<td><strong>(10,947)</strong></td>
<td><strong>23,166</strong></td>
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<tr>
<td><strong>Student Support:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>6,113</td>
<td>3,124</td>
<td>(2,989)</td>
<td>8,614</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10,000</td>
<td>0</td>
<td>(10,000)</td>
<td>14,091</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>39,600</strong></td>
<td><strong>3,124</strong></td>
<td><strong>(12,989)</strong></td>
<td><strong>22,705</strong></td>
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<tr>
<td><strong>Institutional Support:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>10,188</td>
<td>8,441</td>
<td>(1,747)</td>
<td>14,356</td>
</tr>
<tr>
<td>Support Services</td>
<td>3,327</td>
<td>3,160</td>
<td>(167)</td>
<td>4,688</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<td><strong>11,601</strong></td>
<td><strong>(1,914)</strong></td>
<td><strong>19,044</strong></td>
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<td><strong>Total Assignable Square Feet (ASF)</strong></td>
<td><strong>93,353</strong></td>
<td><strong>39,359</strong></td>
<td><strong>(93,624)</strong></td>
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<td><strong>Non-Assignable Space (NSF) Needs:</strong></td>
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<tr>
<td>Custodial Services</td>
<td>897</td>
<td>520</td>
<td>(377)</td>
<td>1,264</td>
</tr>
<tr>
<td>Sanitation:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student Restrooms</td>
<td>1,223</td>
<td>113</td>
<td>(1,110)</td>
<td>1,723</td>
</tr>
<tr>
<td>Staff &amp; Public Restrooms</td>
<td>204</td>
<td>1,878</td>
<td>1,674</td>
<td>287</td>
</tr>
<tr>
<td>Electrical &amp; Mechanical Equipment</td>
<td>4,331</td>
<td>5,311</td>
<td>980</td>
<td>6,103</td>
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<tr>
<td><strong>Total Net Square Feet</strong></td>
<td><strong>76,521</strong></td>
<td><strong>47,181</strong></td>
<td><strong>(29,340)</strong></td>
<td><strong>107,827</strong></td>
</tr>
<tr>
<td><strong>Net-To-Gross Difference</strong></td>
<td><strong>26,016</strong></td>
<td><strong>7,647</strong></td>
<td><strong>(18,369)</strong></td>
<td><strong>36,661</strong></td>
</tr>
<tr>
<td><strong>Total Gross Square Feet (GSF)</strong></td>
<td><strong>102,537</strong></td>
<td><strong>54,828</strong></td>
<td><strong>(47,709)</strong></td>
<td><strong>144,487</strong></td>
</tr>
</tbody>
</table>
3.9 Issues Identification for Master Plan

3.9.1 Sustainability Initiatives

HCC has embraced the importance of sustainability throughout the system, and many new initiatives and programs are expected to be developed during the Master Plan time period. 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.

The SouthShore Center is the only HCC facility designed from the ground up to be a sustainable campus. The current building has been designated as LEED Gold, and all subsequent buildings will be to LEED standards. In addition the orientation of the campus minimizes direct sunlight, and allows for a pedestrian friendly, park-like campus to evolve. The natural systems associated with the Wolf Branch Creek are also considered, and upon completion of the County financed nature trail, strong pedestrian connections from the Center to the trail will be created. Ongoing considerations for the Master Plan will include:

- Educational Signage
- Florida Friendly Landscaping
- Green Building Design
- Pedestrian Improvements
- Storm Water Reclamation
- Single Stream Recycling
- Reduction in paper usage
- Alternative Energy Certificate Program

3.9.2 Work Session with Campus Planning Committee

One on-site 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 SouthShore Center were as follows:

- Dr. Allen Witt, Campus President
- Kathy Jacobs, Campus President’s Office
- Myra Williams, Campus President’s Office
- Rick Chorzelwski, Facilities
- Judith Nolasco, Dean of Academic Affairs
- Steven Stancil, Dean of Students

The conversation focused on observations of issues and concerns that need to be addressed in the 2010 Master Plan. The conversation focused on the issues of Campus Growth, Academic Programming, and Physical Master Plan Considerations.

3.9.2.1 Campus Growth

The Master Plan Committee noted that the extreme growth at the SouthShore Center had created an acute shortage of classroom, office, support and storage space, as well as parking on campus. The Center was originally designed for 400 FTE per semester with 260 parking spots, which was supposed to capture growth for the first five years. This FTE total has already been exceeded in the 2009-2010 academic year, with enrollment projected to reach 1,200 FTE, though for the purposes of the Master Plan, the projected FTE in the Environmental Plant Survey for 2015 is 815. This growth is exclusive of any signage on I-75, which the committee believed could potentially increase then enrollment of 1,200 FTE by 20%.

In order to accommodate this growth, six (6) modular classrooms have been brought in to the Center. The Center has increased the offering of hybrid and online classes and created substantial afternoon, Friday and Saturday schedules. All of these efforts are designed to maximize the use of available classrooms. Despite these efforts additional modular units for classrooms, offices and support space will be required by the beginning of the 2010-2011 academic year.

3.9.2.2 Academic Programming

The Master Plan Committee described the SouthShore Center’s AS, AAS and Certificate offerings as primarily focused on the medical fields. Currently the primary degree program at the SouthShore Center is the A.A. The A.S. courses on campus are Emergency Medical Service and Nursing, with certificates Paramedic, Emergency Medical Technician, Certified Nursing Assistant, and Medical Information/Coding/Billing. There is also a strong Dual Enrollment Program with the adjacent Lennard High School and Riverview High School.

Future Program growth will likely be focused on the expansion of medical related programs (Medical Billing and Gerontology) and a new focus on A.S. and certificate programs in the sciences. A program in Alternative Energy Technology is expected to become active during the time period covered by the master plan.
3.9.2.3 Campus Status

Because of unanticipated growth, the SouthShore Center enrollment for 2009-2010 will surpass the enrollment requirement of 1,000 FTE for designation as a campus, according to FDOE Rule 6A-14.0061. After the certification of 2009-2010 enrollment data, the college will request a re-designation of this facility as the SouthShore Campus.

3.9.2.4 Physical Master Plan Considerations

The SouthShore Center is a new building, so physical issues have been minimal. Operationally, there have been issues with some of the advanced systems in the building (e.g. under floor climate control), but for the most part all of the systems are working as designed. The committee did note that due to the enrollment growth, most of the available spaces have been set aside for classes, which has limited public gathering space on campus. It was noted that the Cyber Café / Bookstore, Reading Lab, Writing Lab, Computer Lab, Testing Center and Learning Resources Center are too small for the student population. Student Services Department could also use more offices and employees to maintain service delivery.

HCC has been negotiating for a ±57 acre parcel abutting to the north, which was originally slated for single family housing. If that is approved, there will be a need to reorient the campus to expand to the north as well.

3.9.3 Community Input

For the purposes of ensuring future growth at the HCC Campuses is sensitive to the context of the surrounding community, the College President, Dr. Gwendolyn Stephenson, committed to conducting community meetings at each of the five HCC Campuses during the 2010 Master Plan Update. At the SouthShore Center, Dr. Witt identified local stakeholder groups representing public and private interests in the area and invited them to participate. The community meeting was held on March 1, 2010 with community representatives in attendance. The meeting focus was generally about campus programming and how SouthShore Center can grow to become more of an asset to the South Hillsborough County area.

It is important to ensure that community input is integrated, wherever feasible, into the overall Master Plan design. Each comment that pertained to the physical master plan was documented and a response was formulated by the Master Planning team to use as guidance in the master planning process. These comments, pros and cons of each, and proposed action items for

Figure 3.9.c: Community Meeting - On March 1, 2010 a community meeting was held at the HCC SouthShore Center to offer local community members and other stakeholders the opportunity to provide input on the master plan process.
The recommendations for master plan integration are listed in Table 3.9.a as follows below. The notes taken at the Community Meeting are included in this report as Appendix B.

**Table 3.9.a: Community 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>Need for expanded food service and restrooms for the growing student population.</td>
<td>Improvements would allow options for students who wish to stay on campus during breaks.</td>
<td>Expanded food service facilities may have difficulties given low customer volume.</td>
<td>Recommend integration of new foodservice facilities if feasible. Proposed plaza space offers a good opportunity for storefronts.</td>
</tr>
<tr>
<td>Need increased public transit service on campus and improved facilities (bus shelters)</td>
<td>Would improve the likelihood that additional students would utilize transit to get to class reducing demand on parking.</td>
<td>Cost of constructing the new bus shelters. Transit service frequency is determined by Transit Agency (HART)</td>
<td>Recommend improving transit facilities and advocating Transit Authority to increase service.</td>
</tr>
<tr>
<td>More emphasis on 4-year college preparation coursework needed, not service provider employment.</td>
<td>Would increase attractiveness of the SouthShore Center to younger students beginning their college career.</td>
<td>Could potentially limit opportunities to attract AS and AAS students.</td>
<td>SouthShore Center is primarily an AA campus at this time. Recommended that new programs, regardless of degree type, are focused on core specializations of health and science related fields.</td>
</tr>
<tr>
<td>Potential for 3-year bachelors programs.</td>
<td>Would add to a growing list of degrees offered on campus.</td>
<td>N/A</td>
<td>Recommended that campus administration continue to pursue bachelor degree programs.</td>
</tr>
<tr>
<td>Attract retirees from Sun City Center. There are a lot of potential students there.</td>
<td>Increased enrollment</td>
<td>N/A</td>
<td>Recommend additional outreach to Sun City.</td>
</tr>
<tr>
<td>Consider virtual classes at the Center. Classes could be taught elsewhere but streamed at SouthShore.</td>
<td>Would offer a greater variety of courses from a diverse set of faculty. Could help alleviate some overcrowding issues.</td>
<td>Cost and time of coordination.</td>
<td>Recommend that virtual classrooms and potential partnerships be investigated.</td>
</tr>
<tr>
<td>Develop new environmental/ ecological programs</td>
<td>Would reinforce SouthShore's image as the “Green Campus” of the HCC System.</td>
<td>Potential competition with other campuses (Plant City).</td>
<td>Recommend researching new programming with sustainability focus though cautious not to cause conflicts with other campuses in the HCC system.</td>
</tr>
</tbody>
</table>
4.0 Physical Master Plan

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

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

4.1 Design Context

The SouthShore Center Master Plan is created and builds upon the previous master planning efforts that were undertaken to determine the initial site development existing today. The previous master plan had been prepared within the context of the rapid expansion of the College and its primary southern service area within Hillsborough County. The new HCC Center was developed on portions of former agricultural land in what until recently had been a rapidly developing area of the County. Due to the national and local economies, the rate of new development has reduced in recent years. However, since long-term development entitlements have been secured in the areas surrounding this facility, future residential and non-residential development is anticipated to occur at a significant scale that will add to continued demands for secondary education at this location, which is seeking designation as a campus to reflect its growing enrollment and course offerings...

It is important to recognize that as change continues to occur around the SouthShore Center, its location will increase in visibility within the future community context. The campus is located at a prominent intersection within a master planned development. The planned future extension of 24th Street to the south, to SR 674, is expected as a part of the development conditions of the surrounding master development. Additionally, the County plans to create a significant, paved multi-use recreational trail that traverses through the east side of the campus. How the campus evolves and responds to the new growth is as important to the off-site considerations as it is to the on-site demands. Building placement, pedestrian circulation, vehicular movements, signage, lighting, landscaping and site furnishings will all contribute to the collective condition, functionality and appeal.

The existing site conditions have been created through the use of high quality architectural and site design considerations. LEED certified buildings and the Green Campus designation bring a reputation to the current on-site conditions. This master plan was designed to support and complement these conditions, and guide the campus as it develops over time with comparable quality.

4.1.1 2015 Program

The initial 2015 campus growth plan anticipates the programmed expansion of the current facility within the existing campus acreage. The expansion relates to the previous conceptual site plan intent of linking additional campus building programming with the Wolf Branch Creek wetland system along the east side of the property. Buildings N1 and N2 are depicted east of the current SSC buildings. Their placement respects the original parking field (S1) and the
recent parking addition (S2) and will define the northern edge of the academic campus. The buildings are positioned along a similar mirrored axis as that of the existing buildings. This design technique is proposed to create a new focus upon the internal public realm spaces surrounding the academic buildings in the center of the site. The buildings should be designed and finished in similar or complementary architectural treatments to the existing facility. The College has invested in the Green Campus designation and is committed to advancing the concepts of sustainability necessary to ensure ongoing compatibility.

As the campus continues to grow there will be a critical need to create an iconic and engaging public gathering area where students, faculty, staff and visitors can congregate, enjoy restful pleasures and social events. An open plaza with seating, weather protection, fountains, landscaping and adjacent programmed uses is envisioned in the center of the campus buildings. It will provide inter-connections with the academic buildings and parking fields. The Plan also suggests additional sidewalks throughout the parking layouts to create safe and convenient linkages to the planned County multi-use trail.

The need for additional parking will continue to increase as the campus continues to grow. In the initial phase, additional parking is anticipated to occur along the east side of the site in the S3 parking field. Its location connects to the recently added S2 lot and could be developed as demand and funding occur. In addition, a new ceremonial, primary campus entry is identified along the southern property line at Shell Point Road. This new vehicular entry is an important element to the campus’s image and future development. Having two ingress/egress points is important to provide improved access and internal circulation. At this time and most likely in the future, the majority of students arrive from the southeast and this entry point would permit faster and more efficient dispersal of vehicles to the campus parking areas.

**4.1.2 2020 Program**

Longer-term campus expansion is envisioned to occur south of the current building and proposed 2015 buildings. The previous conceptual site master plan identified the need for a ceremonial entry from Shell Point Road. This master plan celebrates this element by having the new entry aligned on an axis with future buildings and a vehicular roundabout connecting adjacent parking areas. The use of sculpted stormwater ponds, landscaping and visual access to the County's recreational trail could provide a special pastoral feeling that accentuates the character of the entry, procession into the campus, and sense arrival for students, faculty, staff and visitors.

Buildings N3 and N4 will be oriented along a north-south axis in relationship to the other buildings. Building N3’s location has the potential to be as important to the community context as the existing facility. The 24th Street and Shell Point Road intersection will someday be a 4-way signalized intersection that provides a direct connection to SR 674 and Interstate 75. The southwest quadrant of the campus will provide the most prominent community campus visibility, and the quality of N3’s architectural design should contribute to making the campus buildings a dramatic composition, and enhance the importance of the public gathering areas and other public realm considerations.

Creation of additional parking fields are included in this phase in S4. The master plan includes the use of overland treatment swales, a sustainable concept, within the new parking lots,
similar condition to existing parking areas. Large stormwater basins ring the property and provide for staged stormwater treatment and reuse, as part of physical plant needs.

4.2 Urban Design / Sustainability

The SouthShore Center was originally conceived as a “Campus within a Florida Parkland.” A clear, orthogonal geometric organization of facilities and circulation was used to provide an obvious and understandable sense of orientation and identity. This arrangement provided both a contrast and complement to the organic forms of Wolf Branch Creek, stormwater basins, and park spaces. The previous conceptual site master plan’s organizing principles included:

- Link the campus to the Wolf Branch open space corridor and the countywide public pathway/greenway system.
- Create visual identity from both 24th Street and Shell Point Road.
- Develop the first phase of the Center near the site’s northwest corner to minimize site development costs associated with utilities and roadway access.
- Develop the primary access from 24th Street coordinated with the driveway serving the adjacent high school.
- Maintain building heights of two to three stories.
- All parking will be on-grade.
- Design stormwater management facilities as visual amenities.
- Apply green development and design principles where possible.

4.2.1 Urban Design Elements

In addition to the previous broad-reaching organizational principles, the following design principles will continue to shape the physical layout of this progressive campus master plan:

A. Campus-wide

- Make use of the entire property for facility development or natural resource preservation areas.
- Locate campus development on the east and central part of the site to take advantage of natural and man-made open spaces.
- Preserve environmentally sensitive areas along the eastern wetland corridor.
- Create a strong campus image/presence as viewed from public roads, especially the intersection of Shell Point and 24th Street. Figure 4.2.a is an illustrative view of the potential viewshed from Shell Point Road.
B. Architectural

- Cluster buildings along a central axis and gathering area, to create a campus focus and reduce development impact.
- Distribute the facility program among separate buildings according to logical program and phasing requirements.
- Create development focal points towards the center of the site, and place communal program facilities, such as administration, student services, dining, meeting, lounge, and recreation space at these focal points.
- Locate major public-interface uses at the west side of the campus, closest to 24th Street for ease of public access and visibility.
- Orient buildings primarily east-west for best solar exposure. Adapt building design to the specific location, north or south where needed for expansion and supportable through other Green Campus provisions.
- Focus entrances of buildings at common entry courts.
- Create building overhangs to serve as covered pedestrian walkways.

C. Circulation

- Provide vehicular access from Shell Point Road and 24th Street with clear, focal vehicular arrival courts at each entrance.
- Orient parking for easy access to the campus core and provide clear and attractive pedestrian connections from parking to building entrances.
- Locate ADA access/parking within lots near the fronts of buildings.
• Reduce the visual impact of parking by creating sub-areas separated by buildings and defined by landscaped islands, large bioswale medians, pedestrian walkways and perimeter buffer plantings.
• Provide a comprehensive pedestrian circulation system that connects to the community, provides convenient and full internal access, and enables appreciation of the campus and amenities.
• Coordinate connecting walkway locations with buildings, entry courts, and parking lots to provide an attractive passage to and from the core campus and parking lots.
• Provide internal vehicular circulation between the north and south sides of the campus.

D. Open Space

• Create a hierarchy of open spaces that range from a central campus wide parkland and natural area to connecting corridors, courtyards, and more intimate spaces. Figures 4.2.b & 4.2.c are illustrative views of the potential primary pedestrian plaza.
• Configure and design open space to serve multiple functions of natural system preservation and enhancement, stormwater management, aesthetic and symbolic value, and social interaction.
• Create connections from the core campus to the Wolf Branch Creek and allow the natural character to extend into the campus.
• Use stormwater management infrastructure as a visual amenity, a natural water-quality cleansing system, and an educational tool.
• Create a variety of surface water conditions that range from still, to moving, to spraying, and that vary in size from large open expanses to smaller ponds and channels.
• Create a range of environmental conditions that correspond to the natural hydrologic gradient.
• Create a variety of conditions from formal architectural civic space, to informal park space, to organic natural spaces.
• Restore, enhance, and manage the adjacent Wolf Branch Creek wetland system to serve as an integral part of the campus amenity, with boardwalks, trails, and interpretive/educational signage.
Figure 4.2.b Plan View of Main Pedestrian Plaza

Figure 4.2.c. Perspective View of Main Pedestrian Plaza
4.2.1.1 Design Guidelines

Cohesive architecture and a lush landscape – designed and developed to be sustainable – are central to the vision of the SouthShore Center. The master plan identifies the broad objectives and areas of content to be further refined as the campus is designed and developed over time.

A. Buildings:

• Architectural Character:

Buildings should be created with a contemporary architectural style that is also appropriate to its climate and site. The massing, shape and fenestration of the buildings should be designed to work with the flow of sun, wind and water to help conserve energy, water and resources. The buildings should emphasize the relationship between the indoor and outdoor environment.

In order to achieve the energy efficiency goals for the buildings, the glazing for teaching and office spaces should be designed to maximize the potential for natural daylight while minimizing direct solar gain. This can be achieved through exterior shading devices, roof overhangs, trellises, landscaping or a combination of these. The shading strategy can also provide a transition zone between the conditioned space and the outside as well as covered exterior walkways.

South facing sloped roofs should be designed to provide potential accommodation for solar PV panels. Rain water harvesting systems, including roof drain systems, should be incorporated and featured in the elevation design.

• Building Height and Massing:

The ideal orientation for the buildings would be a long, thin plane along an east-west axis. This permits maximum opportunity for access to daylight along the south and north facades and minimizes east and west facing walls that are difficult to properly shade. With these building plans, the heights should be varied (2-3 floors) within each building or between buildings to avoid monotonous repetition. Main entries, major common spaces and other specialty spaces (library, auditorium, etc.) should be used to create features in the massing, plan and elevations in order to create a vibrant educational environment. North-south axis buildings can be developed where other Green Campus techniques are incorporated.

B. Rooftop and Site Mounted Equipment:

Mechanical equipment should be screened from direct view or incorporated inside the building envelope, unless the equipment helps to showcase a specific sustainable design approach (e.g. such as solar PV panels, gray water tanks, etc.).
C. **Service Areas:**

Service areas should be screened from direct view or incorporated within the building envelope.

D. **Building Materials:**

A palette of possible building materials should be selected that considers both aesthetics as well as environmental impact. The LEED guidelines provide one set of criteria for evaluating this impact. The material selections should also balance first cost, longevity, and low maintenance. Incorporating materials that link the buildings and site elements are encouraged.

E. **Colors:**

Colors and textures should be incorporated to create a vibrant and engaging educational environment.

F. **Open Space:**

- **Landscape Character:**

  Open space development should be conceived as the design of one cohesive landscape that creates a unified sense of place. The goal of the master plan is to create a comprehensive campus landscape that establishes a strong identity and integrates the campus’s natural site features with its architectural elements. The campus should provide the diverse landscapes and experiences that are essential to creating a vibrant and memorable environment. Florida’s unique plants, abundant water, and dramatic sky should be used to advantage to create a distinctly Florida campus.

  The educational goal for the campus planting design is to inform the HCC community and public about the abundance, beauty, and biological diversity of native (and select Florida-friendly exotic) plants of the Tampa Bay region; to demonstrate the role of plants in moderating climate; and to reduce the impact of human development.

  Planting will consist primarily of native and “Florida friendly” species in the campus core and entirely native species plantings in the stormwater retention littoral shelf, bio-swales, and the Wolf Branch Creek wetland system.

  Planting will reflect the environmental gradient concept as follows:

  - Species diversity will be highest at Wolf Branch Creek associated floodplain and only native plant species will be used.
Species composition will be most formal along the western and central sections of the core campus and selected plant species will be mostly native with some ‘Florida-friendly’ plant species.

Species selection will be clearly correlated to available moisture.

Planting will be drought tolerant except for any key focal areas in the campus that will be irrigated with reclaimed or roof-harvested water.

**Hardscape:**

Paved areas should be designed to serve many functions within the campus from wayfinding, to a transition / integration element between architecture and landscape, to a critical component in providing a Green Campus. The following are key elements that will help achieve these goals:

- Develop a hardscape hierarchy of materials and configurations that corresponds with circulation types in terms of importance / use, such as entrances, plazas, primary and secondary walkways, key driveways and parking bays.
- Materials should meet LEED standards, and have high-albedo capacity.
- Design all trails, secondary walkways, pedestrian crossings and parking bay areas to be fabricated in porous pavement systems – concrete, asphalt or paver units.
- Use indigenous materials where possible, especially native stone in key entrances and plazas. Design paving to be sand-set to promote on-site rainwater infiltration.

**Fixtures and Furnishings:**

Consistent with the Green Campus goal, all proposed and implemented site fixtures and furnishings should meet LEED standards. In addition, campus furniture and fixtures should promote a pleasant, comfortable and safe campus environment and help connect the campus architecture with its landscape. The following are key elements that will help achieve these goals:

- Furnishings and fixtures should incorporate recycled materials, using Forest Stewardship Council (FSC) certified wood products, and International Dark-Sky Association (IDA) approved light fixtures.
- Furnishings and fixtures should be proposed as a comprehensive ‘family,’ fabricated in a consistent palette of material.
- Where possible, fixtures in gathering areas should incorporate electrical outlets that create wireless computer connection availability.
• Irrigation

Consistent with the goal to develop a model Green Campus, the design and implementation of the Center’s irrigation system should meet LEED standards. The following are key elements that will help achieve this goal:

♦ Re-use of captured stormwater as the system’s primary water source.

♦ Comprehensive, satellite-controlled irrigation system with state-of-the-art rainwater gauges.

♦ Irrigation zones designed based on the water requirements of individual plant species to permit the long-term irrigation of formal zones (higher water demand) while also making it possible to ‘phase out’ irrigation of lower water demand zones once the native species are established.

4.2.2 Sustainability Elements

The SouthShore Center has been developed with sustainability practices in mind. The master plan identifies the broad objectives and areas of content to be further refined as the campus is designed and developed over time.

• HCC will develop the campus in accordance with accepted principles of sustainability.

• In support of the many local and global initiatives among communities and academic institutions, HCC will seek to express the three components of sustainability - environmental stewardship, social equity, and economic stability - within the campus.

• The campus master plan will focus on environmental stewardship as the primary sustainability principle guiding the campus’s physical development.

• HCC will seek third party verification of sustainability by using the state-specific Florida Green Building Coalition’s (FGBC) Green Development Standards, the Florida Green Commercial Building Standard, and the nationally recognized United States Green Building Council’s Leader-ship in Energy and the Environment (USGBC LEED) program.

Certification Goals:

HCC will seek LEED Silver certification as a minimum attainment for all buildings

Approach to Achieving Sustainability:

HCC will use the following three-tiered approach to achieving campus-wide environmental sustainability:

• HCC will comply with all applicable environmental regulations and will adopt all prerequisite and fundamental green development and building standards.
• HCC will use discretionary green building techniques and programs that are relatively low-cost or that have a short to mid-term payback period.

• HCC will closely evaluate techniques that could have a major environmental and educational benefit but have exceptionally long payback periods, or that have very high unrecoverable costs, choosing those that are affordable using grant program financing or other supplemental sources.

HCC’s SouthShore Center as a Sustainable Institution:

In keeping with the HCC’s role as an educational institution, the campus will be designed to display environmentally friendly site and building planning, design, and construction techniques. HCC will develop and maintain its site and facilities to limit environmental impact.

4.2.2.1 Specific Site and Building Green Development Techniques

Specific technical compliance with LEED standards can and will change over time with updates to the rating system. Therefore, specific building criteria are not defined in this master plan. However, general planning and design techniques are described as follows.

A. Sustainable Strategies

Alternative transportation will be promoted within the site by offering pedestrian connectivity, bicycle parking, and a dedicated bus stop. The site will also encourage other options by offering prioritized car pool, van, compact, and alternative fuel vehicular parking within the surface parking.

Stormwater management will be accomplished with a rainwater harvest cistern, reuse for irrigation, and reduced flow. The heat island effect of the site will be reduced with the use of High-Albedo roofs, enhanced tree cover, and minimal parking dimensions. Light pollution will be reduced with the use of Dark Sky measures in the parking lots.

Water efficiency will also be dealt with in many differing techniques. Gray water will be reused along with stormwater for irrigation. To help the site maintain nontoxic groundwater recharge, organic fertilizers and integrated pest management will be used instead of chemical pesticides and herbicides. A bio-swale and stormwater aeration system will also aid in that process.

High-efficiency HVAC with no CFC’s that produces a high indoor air quality will help maintain a sustainable atmosphere. Purchase of green and renewable energy will also support this concept.

Using nontoxic materials, recycled content, and local materials in the building and site construction will further reduce the impact on the environment. Dedicated recycling, composting, and mulch storage will also lessen the negative environmental impact of the project in the future.
B. Utility Systems

Electrical:

Interior building systems will be provided with energy saving fluorescent lighting with electronic ballasts with multi-level switching, dimming capabilities, and occupancy sensors.

Site lighting will be designed to reduce the amount of light trespass. TECO provided pole lights for parking area S1 ahead of electric metering and therefore, the energy used for parking lot lighting is controlled by TECO. Campus area lighting and building exterior lighting is reduced to a life safety minimum during off peak hours and exterior lighting is controlled via photocell on/time clock off system.

Central Energy Plant:

The campus incorporated energy saving tried and true concepts such as “Thermal Storage.” The use of thermal storage allows the central plant to be put on a “time of day” electric rate schedule and allow for thermal storage building during off peak or less expensive electric rate hours.

Primary Power Distribution:

The site is served from Tampa Electric Company (TECO) electrical system. Each building is fed from a pad mounted transformer located adjacent to building’s main electrical room. The pad mounted transformers have a secondary voltage of 277/480 volt, 3-phase, 4-wire to serve the building’s interior electrical distribution. The primary electrical service is distributed along the perimeter of the campus running parallel with chilled water lines via loop type pad mounted transformers. Transformers are provided during construction phase of each building.

Emergency Power Distribution:

Emergency power will be provided by one of the following options depending on the building design and code requirements.

- Option 1: The emergency requirements will be met using battery operated units at a minimum for life safety lighting systems and fire alarm system. The lighting system may be battery powered via emergency ballasts within recessed light fixtures throughout the facilities or emergency battery units mounted on walls for egress lighting. The fire alarm system will be equipped with a 24 hour minimum battery unit.

- Option 2: The emergency requirements for the entire campus will be met using a single diesel fired generator located at the physical plant building in a weather-proof, sound attenuated housing or located inside the physical plant building. This option will be required if a fire pump is required for fire protection system or if a smoke evacuation system is required. Typically, a fire pump is required if the water pressure to the site does not meet minimum requirements. A smoke evacuation system is typically required in buildings that have an atrium area or the like. If an emergency generator is required, then the generator will serve the equipment or system per code requirements; provide
emergency power for egress lighting and other life safety systems. The electrical distribution from the emergency generator will run along proposed campus corridors via manholes and parallel with communications conduits. The electrical distribution will be coordinated with the campus construction phase. Spare conduits will be extended to Phase I for future buildings at a minimum.

Communications Distribution:

Communications conduits will run along proposed campus corridors and to the physical plant building via manholes. The quantity of conduits will be determined by owner's requirements. The conduits will be used to provide raceway for voice/data, security, CATV/CCTV, and fire alarm systems at a minimum. Spare conduits will be extended to Phase I for future buildings at a minimum.

C. Mechanical Systems

Air Conditioning / Heating:

The campus has been developed using a centralized chilled water system with a primary high efficient dual 60 ton multi-stack chillers as the primary system; a second traditional 120 ton chiller provides redundancy and back-up. The system uses primary/secondary pumps and two cooling towers.

Both cooling and heating are delivered via fan boxes and grills in the raised floor system. Current operational plans do not call for installation of raised access floor system in future buildings.

4.3 Master Plan Phasing Options

The master plan process pays special attention to projects currently listed within HCC’s Capital Improvements Plan (CIP), the development of space through the remodeling of existing structures, and new facility needs as identified through the analysis of current and future programs as outlined in Section 3.10. 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 SouthShore in the coming years. The May 2010 Educational Plant Survey and Capital Improvement Program lists several improvements for the HCC SouthShore Center.

4.3.1 Future Site Improvement Needs

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

1) Acquire and develop 57-acre site adjacent to the Center to make useable for future expansion.
2) Construct approximately one-quarter mile access roadway along the east perimeter of the center.

3) Construct 35 auto-parking spaces, with hard surface, positive drainage, and illumination.

4) Construct environmental landscaping and buffer and fencing along perimeter of site.

5) Construct 2 mile jogging trail around campus perimeter.

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) Multi-Purpose (1201) -
   • Room 215 as library space; use codes 410 and 415; zero student stations; 369 NSF.
   • Rooms 134, 134A, 134B, 134C, 134D, 134E, 134F, and 134G as student service space; use code 310, 315, and 350; zero student stations; 1,306 NSF.
   • Rooms 116 and 121 as library space; use code 410 and 415; zero student stations; 1,709 NSF.
   • Room 101 as student service space; use code 660 and 665; zero student stations; 757 NSF.

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 use.

- Construct classroom facilities and service areas; use codes 110, 115; PLUS 66 student stations; 1,782 NSF; 2,531 GSF.
- Construct two (2) biology laboratory suites; use codes 210 and 215; PLUS 50 student stations; 3,600 NSF; 5,113 GSF.
- Construct one (1) chemistry laboratory suite; use codes 210 and 215; PLUS 25 student stations; 1,725 NSF; 2,450 GSF.
- Construct one (1) physical science laboratory suite; use codes 210 and 215; PLUS 24 student stations; 1,670 NSF; 2,372 GSF.
- Construct one (1) solar energy technology laboratory suite; use codes 210 and 215; PLUS 20 student stations; 3,685 NSF; 5,234 GSF. (Over 17 student stations due to balancing formula).
- Construct library facilities and service areas; use codes 410, 420, 430, 440, and 455; zero student stations; 2,679; 3,805 GSF.
- Construct audio visual facilities and service areas; use codes 530 and 535; zero student stations; 1,190 NSF; 1,690 NSF.
- Construct auditorium/exhibition facilities and service areas; use codes 610, 615, 620, and 625; zero student stations; 5,000 NSF; 7,102 GSF.
- Construct student services facilities and service areas; use codes 630, 635, 650, 655, 660, 665, 670, 675, 680, 685, and 690; zero student stations; 926 NSF; 1,315 GSF.
Hillsborough Community College: SouthShore Center

- Construct physical education facilities and service areas; use codes 520, 523, and 525; zero student stations; 10,000 NSF; 14,200 GSF.
- Construct office facilities and service areas; use codes 310, 315, 350, and 355; zero student stations; 1,747 NSF; 2,481 GSF.
- Construct support facilities and service areas; use codes 650, 655, 710, 715, 720, 725, 730, and 735; zero student stations; 167 NSF; 237 GSF.

4.3.4 Ten-Year Master Plan Projected Build Out

The master plan identifies both five- and ten-year planning horizons that incorporate additions to existing academic buildings and new construction to satisfy the projected space needs by 2020. The following table includes the summary of master plan building square feet, parking and sequence of construction. The summary table is keyed by color to commercial, new academic, and parking that corresponds to the master plan. Square footage within individual buildings is keyed to 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>
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<tbody>
<tr>
<td>Existing Buildings</td>
<td></td>
<td></td>
<td></td>
<td>Per Educational Plant Survey</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>54,828</td>
<td>Total Programmed SF</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2015 Proposed Buildings</th>
<th>Title</th>
<th>SF (Program)</th>
</tr>
</thead>
</table>
| N1                      | Science Building | 5,400 Biological Science,
|                         |                   | 3,395 Physical Science, |
|                         |                   | 3,450 Chemistry Lab, |
|                         |                   | 1,690 Organic Chemistry |
|                         |                   | **13,915 Subtotal SF** |
| N2                      | Allied Health / Technology Building | 3,295 Nursing,
|                         |                   | 2,345 Emergency Medical Technician |
|                         |                   | 3,685 Solar Energy, |
|                         |                   | **9,325 Subtotal SF** |
| 2015 Total              | **23,500** | **47,000** |
|                         | **23,240** | **Total Programmed SF** |

<table>
<thead>
<tr>
<th>2020 Proposed Buildings</th>
<th>Title</th>
<th>SF (Program)</th>
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<tbody>
<tr>
<td>N3</td>
<td>Library</td>
<td>10,250 Library</td>
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</table>
### Table 4.3.a: HCC SouthShore Center Master Plan New Academic and Support Area Summary 2010 - 2020

<table>
<thead>
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<th>Building Designation</th>
<th>Footprint Area (Sq. Ft.)</th>
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<th>Gross Area (GSF)</th>
<th>Space Type</th>
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<tr>
<td></td>
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<td></td>
<td>1,190 Audiovisual</td>
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<td>5,000 Auditorium / Exhibition</td>
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<td><strong>16,440 Subtotal SF</strong></td>
</tr>
<tr>
<td>N4</td>
<td>12,000</td>
<td>2</td>
<td>24,000</td>
<td>1,882 General Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10,000 Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,378 Office</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>536 Support Services</td>
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<td></td>
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<td><strong>13,796 Subtotal SF</strong></td>
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<td>2020 Total</td>
<td>21,000</td>
<td>42,000</td>
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<td><strong>30,236 Total Programmed SF</strong></td>
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<td>2015-2020 Totals</td>
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<td><strong>148,828</strong></td>
<td><strong>144,487 Projected SF Needed</strong></td>
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<td><strong>4,341 Additional SF Depicted</strong></td>
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### Table 4.3.b: HCC SouthShore Center Campus Master Plan Parking Area Summary 2010-2020

<table>
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<th>Parking Designation</th>
<th>Parking Spaces</th>
<th>Comments</th>
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<tr>
<td>S1</td>
<td>245</td>
<td>Existing Spaces</td>
</tr>
<tr>
<td>S2</td>
<td>262</td>
<td>Existing Spaces</td>
</tr>
<tr>
<td>S3</td>
<td>444</td>
<td>Spaces</td>
</tr>
<tr>
<td>S4</td>
<td>307</td>
<td>Spaces</td>
</tr>
<tr>
<td>Total</td>
<td><strong>1,258</strong></td>
<td><strong>Total Spaces</strong></td>
</tr>
<tr>
<td></td>
<td>620</td>
<td><strong>Projected Need</strong></td>
</tr>
<tr>
<td></td>
<td>638</td>
<td><strong>Projected Surplus</strong></td>
</tr>
</tbody>
</table>

Continued refinement occurred during the master plan and phasing for improvements have been initiated relative to program requirements. The following preliminary phases are identified for preliminary consideration and may be modified based upon funding opportunities. The master plan graphics include keyed building and parking locations in the general sequence of development phasing described below.

### 4.3.4.2 Infrastructure Phasing

The final phase identifies completion of the campus with core campus build-out, completion of multiple surface parking fields, and completed / connected pedestrian corridors.
A. Parking/Circulation

• Parking

The development of buildings N1 and N2 will require additional parking which will be constructed at the same time as the new buildings. The new parking lots, S3 (444 spaces), and S4 (307 spaces) will accommodate the required needs for the two new buildings with excess parking available through 2020 (See Table 4.4.b above).

• Vehicular Circulation

It will be essential to continue to provide convenient and attractive access for students and staff on the SouthShore Center. While accommodating these needs, the master plan strives to reduce the visual and environmental impact of parking and vehicular circulation.

The primary access point from 24th Street will transition as the new entry with associated viewshed is developed from Shell Point Road. The entrance driveways will each lead to arrival and drop-off courtyards for visitors, passenger unloading, and the disabled, and will have an option for direct entry into the parking lots. In addition to the new primary entry on Shell Point Road, a third limited access (right-turn-in/right-turn-out) will be developed east of the 24th Street intersection. To relieve vehicular bottlenecks, dedicated right/left turn lanes should be provided at both driveway entrances.

Parking lots S1 & S2 will be connected internally with S3 & S4 which will reduce traffic out on 24th Street and Shell Point Road as students search for parking. Consistent with the sustainability focus of the SouthShore Center, parking lot bays may be surfaced in porous asphalt and bio-swales, which are used to increase on-site stormwater infiltration, are shown in the master plan.

Building service and deliveries will use the main building entrances to maximize land efficiency and avoid the visual impact of lading docks and service yards. Service to the buildings should be managed and scheduled to reduce conflicts.

• Pedestrian Improvements

Pedestrian circulation will be developed to provide convenient access from the connecting community paths, from the parking lots to the campus core, around the landscaped spaces in the core, and through the Wolf Branch Creek wetland system. Pedestrian circulation and plazas may be surfaced in porous pavements to increase on-site stormwater infiltration.

The pedestrian improvements in the master plan include the construction of the Wolf Branch Creek multi-purpose Suncoast Greenway along the eastern edge of the campus, and improved pedestrian connections throughout the new surface parking lots. In
addition the pedestrian experience within the campus will be greatly enhanced by the creation of an internal pedestrian plaza that will serve as a primary crossroads between all of the buildings through 2020.

The parking lots contain pedestrian corridors that link the spaces to the core campus. These corridors will be designed as multipurpose features that extend the inner park landscape to the parking lots and provide safe and attractive passage from the parking lots to the core campus. Where possible, paths will be routed along planted medians that are planted with large shade/canopy trees. As a whole, there will be an overarching, lush, and informal character to corridors. Each corridor may have a distinctive design character that differentiates it and helps to reinforce a unique sense of place.

See Map 4-G Proposed Conditions Parking/Circulation

B. Stormwater

The third and fourth ponds, north of Shell Point Road, will serve as entrance features and will be designed as naturalized ponds.

Stormwater will be directed to four stormwater treatment ponds through a series of inlets, pipes, and channels. Parking lot drainage will potentially be directed to stormwater treatment swales in the parking lot islands/medians that will filter pollutants from the runoff before releasing it into the detention basins.

The site is located in a peak sensitive basin. It is likely the design will be required to match the pre-development peak discharge for the 2.33-year, 24-hour storm event.

See Map 4-H Proposed Conditions Stormwater

C. Sanitary Sewer

Sewer lines have been constructed to the site. There is an existing sanitary force main service that was brought onto the property in the southwest corner of the site. A lift station is proposed to serve the 2015 and 2020 development. We anticipate the force main point of connection will be south of where Phase 1 connected. As an alternative, the existing force main and lift station that were constructed with Phase 1 could be evaluated to determine if excess capacity exists to accommodate the new development. Hillsborough County will determine all final points of connection.

See Map 4-I Proposed Conditions Sanitary Sewer

D. Water

Water lines have been constructed to the site. There is an existing water main in the north Shell Point Road right-of-way west of the proposed entrance on Shell Point Road. It is anticipated this will be the point of connection for the 2015 and 2020 development. As an alternative, the existing water and fire mains constructed with Phase 1 could be evaluated to
determine if excess capacity exists to accommodate the new development. Hillsborough County will determine all final points of connection.

See Map 4-J Proposed Conditions Water Infrastructure

**E. Earthwork**

The site is largely comprised of Myakka fine sand. This soil is nearly level and poorly drained. The high water table was measured at one foot or less in all standard penetration test borings drilled previously by a geotechnical consultant. The seasonal high water table is estimated to be at or near the ground surface. At least one foot of fill over the pavement and building areas is anticipated to provide adequate separation of the bottom of the pavement base and seasonal high water.

The earthwork for the 2015 and 2020 development consists of excavation (stormwater retention areas), fill and grading to prepare the development site identified in the phasing strategy. These areas will need to be raised above roadway pavement levels.
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WilsonMiller, Inc. - Certificate of Authorization #43

PROPOSED CONDITIONS
STORMWATER

LEGEND
- CAMPUS AREA
- EXISTING BUILDINGS
- PROPOSED 2015 BUILDINGS
- PROPOSED 2020 BUILDINGS
- EXISTING STORMWATER PONDS
- PROPOSED STORMWATER PONDS
- WETLAND
- EXISTING STORMWATER PIPING
- PROPOSED STORMWATER PIPING
- EXISTING CATCH BASIN
- PROPOSED STRUCTURE
- PROPOSED PRETREATMENT SWALES

BUILDING KEY
- SMPF- SOUTHSHORE MULTI-PURPOSE CENTER
- N1-N4- PROPOSED BUILDINGS
- S1-S2- EXISTING PARKING LOTS
- S3-S4- PROPOSED PARKING LOTS

MAP 4-H

SOUTHSHORE 2010 CAMPUS MASTER PLAN

LENNARD HIGH SCHOOL
WOLF BRANCH CREEK
SHELL POINT RD
24TH ST
SHELL POINT RD
30TH ST
PROPOSED 2015 BUILDINGS
PROPOSED 2020 BUILDINGS
EXISTING BUILDINGS
EXISTING STORMWATER PONDS
EXISTING CATCH BASIN
EXISTING STORMWATER PIPING
PROPOSED STORMWATER PONDS
PROPOSED STRUCTURE
PROPOSED PRETREATMENT SWALES

SOUTHSHORE
MULTI-PURPOSE CENTER
N1-N4- PROPOSED BUILDINGS
S1-S2- EXISTING PARKING LOTS
S3-S4- PROPOSED PARKING LOTS

0
150'
600'
300'
1"=300 FEET
PROPOSED CONDITIONS
SANITARY SEWER

LEGEND

- CAMPUS AREA
- EXISTING BUILDINGS
- PROPOSED 2015 BUILDINGS
- PROPOSED 2020 BUILDINGS
- EXISTING STORMWATER PONDS
- PROPOSED STORMWATER PONDS
- WETLAND
- EXISTING SANITARY SEWER PIPING
- PROPOSED SANITARY SEWER PIPING
- EXISTING FORCE MAIN
- PROPOSED FORCE MAIN
- EXISTING MANHOLE
- PROPOSED MANHOLE

BUILDING KEY

SMPF- SOUTHSHORE MULTI-PURPOSE CENTER
N1-N4- PROPOSED BUILDINGS
S1-S2- EXISTING PARKING LOTS
S3-S4- PROPOSED PARKING LOTS

MAP 4-1
SOUTHSHORE 2016 CAMPUS MASTER PLAN

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MAP 4-I
1"=300 FEET

NORTH
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 (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
Appendix B

Community Meeting Notes
MEMORANDUM OF MEETING

Meeting Date: March 1, 2010  Time: 5:30pm
Meeting Location: SouthShore Center  File Identifier:
PIN: 07278-00-000
Project Name: HCC SouthShore 2010 Master Plan Update
Purpose of Meeting: Community Meeting
Minutes Prepared By: Johnson  Minutes Date: March 9, 2010

Attendees:
WM/Urban Studio Team  Evan Johnson Michael English
Neale Stralow Mickey Jacobs

Copy To:

Comments or Actions Required: If you should have any comments or changes to the following please contact me within the next 7 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 13 persons attended the meeting.

Dr. Witt - 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:

• Need for expanded food service and restrooms for the growing student population.
• Need for more Public transit service and the construction of bus shelters on campus.
• More emphasis on 4-year College preparation coursework needed, not service provider employment
• Potential for 3-Year bachelor’s programs
• The Ruskin Area has few gathering places which makes the college important
• Where are students coming from? Dr. Witt stated the following:
  o Riverview
• Tampa
• Brandon
• Wimauma / Ruskin

• It might be a good strategy to work to attract retirees from Sun City Center. There are a lot of potential students living within that community who would like to take courses.
• Plan for future infrastructure to make sure that the right facilities are in place.
• Improve access to the campus. There needs to be access along Shell Point, and there should be a connection from 24th Street to 674.
• Since it is a green campus, there should be something better than asphalt used for parking surfaces.
• Marketing the Center is important. There is a need for signage on I-75 to attract commuters to the new facility.
• Need to consider the use of virtual classes at the Center. Classes could be taught at the SouthShore Center, but could be connected with other locations via video-conferencing. This type of facility would allow HCC SouthShore to connect students with diverse faculty and experts from around the country.
• It is unknown how the economy and its resulting effects on attendance at other HCC campuses will affect HCC the SouthShore Center.
• There should be development of new environmental / ecological programs.
• Judy Velasco mentioned that currently HCC SouthShore is researching new alternative energy programs.
• Ongoing program development
• There is a need for business programs, especially entrepreneurship.

The meeting ended at 7:00PM.

Referenced Meeting Materials

Doc #87625 – SouthShore Community Meeting Handout Packet
Doc #87565 – SouthShore Community Meeting Presentation
<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Department/Affiliation</th>
<th>Address</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Jim Hopkins</td>
<td>633-5961</td>
<td>SCC RT</td>
<td>602 Waterberry Circle</td>
<td><a href="mailto:hopkinsj@hccfl.edu">hopkinsj@hccfl.edu</a></td>
</tr>
<tr>
<td>Don Saffing</td>
<td>642-9116</td>
<td>TPAMA/SEC Gymnastics</td>
<td>1109 Old Naples, SC</td>
<td><a href="mailto:don@hcc.cc">don@hcc.cc</a></td>
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<tr>
<td>Maury Scully-Murry</td>
<td>253-7000 x 5783</td>
<td>Student Services /SSH</td>
<td></td>
<td><a href="mailto:msclullymurry@hccfl.edu">msclullymurry@hccfl.edu</a></td>
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<tr>
<td>Michael Childs</td>
<td>253-7000 x 5764</td>
<td>Student Services / SD</td>
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<td><a href="mailto:mchild@mindspring.com">mchild@mindspring.com</a></td>
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<td>David Worley</td>
<td>813-615-0072</td>
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<td>2013 Freedom Street, SEC</td>
<td><a href="mailto:dworley@hccfl.edu">dworley@hccfl.edu</a></td>
</tr>
<tr>
<td>Jean Sheller</td>
<td>813-692-0647</td>
<td>Continuing Education</td>
<td></td>
<td><a href="mailto:jsheller@hccfl.edu">jsheller@hccfl.edu</a></td>
</tr>
<tr>
<td>Floyd Ballard</td>
<td>813-253-7598</td>
<td>Instructional Design</td>
<td></td>
<td><a href="mailto:fbballard@hccfl.edu">fbballard@hccfl.edu</a></td>
</tr>
<tr>
<td>Judi Minasso</td>
<td>813-259-9605</td>
<td>Academic Affairs</td>
<td></td>
<td><a href="mailto:jminasso@hccfl.edu">jminasso@hccfl.edu</a></td>
</tr>
<tr>
<td>Arthur (Mark) Millis</td>
<td>813-695-2213</td>
<td>President</td>
<td></td>
<td><a href="mailto:millis@hccfl.edu">millis@hccfl.edu</a></td>
</tr>
<tr>
<td>Myra Williams</td>
<td>813-253-9616</td>
<td>President Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Beesinger</td>
<td>813-253-1600 x 5746</td>
<td>Academic Affairs</td>
<td></td>
<td><a href="mailto:kbeesinger@hccfl.edu">kbeesinger@hccfl.edu</a></td>
</tr>
<tr>
<td>Joel Rosenberg</td>
<td>813-928-4104</td>
<td>SACC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathy Jacobs</td>
<td>813-253-7000</td>
<td>Hcc Campus Presidents Office</td>
<td></td>
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</tr>
</tbody>
</table>
Community Meeting Agenda
Monday, March 1, 2010 (5:30 PM)
SouthShore Community Room (201/202)

I. Campus President Introduction - Dr. Allen Witt

II. Master Plan Team Presentation

III. Questions/Answers

IV. Adjourn
HCC SouthShore Center
2010 Master Plan Update

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

Urban Studio Architects, Inc.
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 – Mar. 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 SouthShore Center – 2005 Illustrative Master Plan

HCC SouthShore Center - Existing Conditions

2010 Land Area – ±51.50 Acres
2010 Total Building Area – 54,828 SF

2008-2009 Existing – 54,828 SF
2015 Projected Need – 102,537 SF
2020 Projected Need – 144,487 SF

Your Input Needed

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