SOUTH TEXAS COLLEGE

PECAN CAMPUS LIBRARY

ADEQUACY ASSESSMENT

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November 6, 2017

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EXECUTIVE SUMMARY

This report examines the adequacy of the existing library building on the Pecan Campus at South Texas College (STC). The two-story building contains 41,840 assignable square feet[1] (ASF) and 716 student seats.[2]

Adequacy was determined by a number of factors including direct observation, comparison with peer institutions, usage statistics, and interviews with students and faculty.

Key Findings

1. The existing building is severely overcrowded. Comments from students, faculty and staff indicate a need for more quiet study space, more group study rooms, more computer seats, and several other types of spaces detailed later in this report.
2. With an assumed 6% annual growth in collections, the recently-installed compact shelving will be functionally full (85%) in 2020, and 100% full in 2023.
3. Because the building has been enlarged twice, there are inherent inefficiencies in the floor plan along with duplication of toilets, stairwells, and elevators. There are several public entrances to the building that may pose a security concern.
4. The main entrance experience (portico, vestibule, and lobby) is compressed and disorienting. There is no visual connection between the two floors.
5. The offices for Education Technologies staff occupy a significant portion of the first floor (2,356 ASF[3]). Another area on the first floor contains the library's server room, storage area, and a wide exit corridor (2,108 GSF total). Both of these areas are adjacent to the busiest student space in the building.
6. The multipurpose Rainbow Room and art gallery spaces are on the second floor. Typically these types of spaces would be located on the first floor, where they can be easily accessed outside of the library's security perimeter.
7. Library staff areas are scattered around the building, and in some cases occupy space that was originally designed for student use. Some of these areas are inefficient, with excessive circulation space.

[1] Includes the Educational Technologies offices.
[2] This includes some seating in spaces that are not always available to students, such as the Rainbow Room. If seats in those spaces are excluded, the seat count is 616.
[3] Total area occupied by Educational Technologies is 2,924 SF including walls and circulation space within their suite.

Recommendations

1. In order to meet the needs of the Fall 2017 enrollment of 11,111 students, the library building should contain 72,221 assignable square feet and 1,111 student seats. The current facility has a deficit of 30,381 ASF and 395 seats from this recommendation.

2. A new or renovated building constructed to meet 2020 enrollment projections of 12,250 students should contain 79,625 ASF if most collections are stored in compact shelving[4] and 1,225 seats.

3. A new or renovated building constructed to meet 2030 enrollment projections of 15,750 students should contain 102,375 ASF if most collections are stored in compact shelving[5] and 1,575 seats.

Possible short-term improvements to the existing building are described in the "Description of Existing Facility" beginning on page 6. Longer-term improvements, such as a major expansion or a replacement building, are outside the scope of this report.

Implementing these recommendations will provide the students, faculty, staff, and community members with a library facility on the Pecan Campus that is large enough to accommodate both current and future needs for many years to come.

[4] Or 91,875 ASF if most collections are stored in open shelving.
[5] Or 118,125 ASF if most collections are stored in open shelving.

INTRODUCTION

This report is an assessment of the adequacy of the existing library building on the Pecan Campus of South Texas College (STC) to house collections, student space, staff space, and community space; and to meet the accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The report includes observations about the existing facility and recommendations for improvements over various time frames.

The existing library building, also known as Building F, contains 46,070 gross square feet (GSF) on the first floor and 19,920 GSF on the second floor, for a total of 65,990 GSF.[6] This includes approximately 2,980 assignable square feet (ASF) on the first floor for Educational Technology Department offices.

STC is currently completing an ambitious expansion program that includes the construction of 16 new buildings on 5 campuses in 16 months.[7] The construction was funded by a $159 million bond proposition that was approved by voters in 2013. In preparation for the bond proposition, a *District-Wide Campus Expansion Master Plan* was prepared by Freese and Nichols, Inc. and released in April 2010. That document indicated that the existing library would have a space deficit of 19,108 SF in 2014 and a 37,386 SF space deficit in 2020.[8]

The 2010 *Master Plan* recommended a new three-story, 100,500 GSF "Library, Center for Learning Excellence and Information Commons" as part of the Phase Two improvements. A proposed location for this new building was shown, along with a rendering. It is not clear how this 100,500 GSF figure was determined; the document notes that "a combination of projection models, expertise and benchmarking was examined."[9] The *Master Plan* notes that projections from the Texas Higher Education Coordinating Board (THECB) were "used as the 'low' scenario, as it projected the most conservative enrollment for STC."[10]

A site visit on October 16, 2017 included a tour of the library building and other buildings on campus, a discussion session with library staff and STC administrators, discussion sessions with students, and a discussion session with a faculty member.

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[6] Measurement by consultant, November 2017, using CAD files provided by STC. The area is calculated from the exterior face of exterior walls. These numbers are slightly lower than those used by STC (67,266 square feet). It appears that the number used by STC may include covered exterior areas such as the loading dock, and other overhangs.
[7] STC Strategic Plan for 2013-2018, page 17.
[8] STC District-Wide Campus Master Plan, page 18. It is assumed that these numbers are assignable square feet (ASF), although that is not entirely clear in the document.
[9] STC District-Wide Campus Master Plan, page 17.
[10] STC District-Wide Campus Master Plan, page 13.

BACKGROUND INFORMATION PROVIDED BY STC[11]

Note: Additional information provided by STC is in Appendices C, D, and E.

The Pecan Campus Library dates back to the inception of the college and was one of the original buildings inherited from TSTC (Texas State Technical College). Since 1993, the building has undergone two construction additions in an effort to keep pace with the growth of the College, the last of which was completed in 2004.

At 67,266 square feet and with approximately 46 full-time support staff, the Pecan Campus Library is the largest library in the STC district, which includes Hidalgo County and Starr County. The Pecan Campus Library has a collection of approximately 69,000 print books and videos and one hundred ninety-two (192) serial title holdings. It has a compact shelving system that accommodates up to 102,699 print volumes in three units of mobile shelving carriages. The library seats four hundred eighty-one (481) patrons throughout its two floors.

The Pecan Campus Library operates eighty-four (84) hours per week. An after-hours area equipped with thirteen (13) computers operates an additional 11 hours per week. During Fiscal Year 2016, approximately 409,159 users visited the Pecan Campus Library. Also during this period, visitors used public computer stations at the Library approximately 234,718 times. The Pecan Campus Library also hosts numerous library instruction sessions, organizational staff meetings, and public cultural events throughout the year.

In the 13 years since the last addition, library uses, operations, and services have evolved and expanded. Changing technologies and pedagogies have prompted increasing needs to provide collaborative learning spaces and to support student technology and integrated learning support while maintaining traditional, quiet study spaces and library collections.

Several years ago as part of a master planning study, the college was advised, among other things, that we would run out of space at our (main) Pecan Campus. Some academic buildings are being built as part of a bond construction project, but a question remains as to whether the existing library facility is adequate for the campus' current and anticipated needs.

College staff wish to engage a consultant to conduct a facilities assessment to review and assess the adequacy of the current library facility. The findings of the assessment will be used to provide recommendations to meet both current and future library needs in support of continuing compliance with SACSCOC accreditation principles. Depending on the results of the assessment, administration may move forward with determining whether the current building can be expanded or where a new library could be located.

[11] This information is from e-mails between Jesus Campos (Associate Dean of Library Services) and the consultant, July-October 2017.

DESCRIPTION OF THE EXISTING LIBRARY FACILITY

OVERVIEW

The existing library is a two-story building with approximately 41,840 assignable square feet (ASF) and 65,990 gross square feet (GSF). It contains 382 seats in study areas (including 28 seats in group study rooms), 320 computer seats, and 14 seats in other areas, for a total of 716 seats. Note that this includes seats in some spaces that are not always available for student use, such as the 3-D Printer Room, the Rainbow Room, and the Library Instruction Room. Deducting the seats in those rooms yields a total of 616 seats available to students.

LOCATION AND ORIENTATION ON CAMPUS

The library is located near the northeast corner of the Pecan Campus at the corner of Pecan Boulevard and North 29th Street. Access roads and parking areas to the north and east separate the library building from both of these streets. To the south, the Student Services Building/Bookstore (Building K) is located across a parking area and landscaped area. The landscaped area aligns with a major vehicular entrance on North 29th Street. The North Academic Building (Building G) is located to the southwest of the library and dominates the landscaped area. To the west, the Administration Building (Buildings A, D, and X) and the Center for Learning Excellence (Building C) are located across a service drive. This service drive provides access to the library's loading dock on the west side of the building.

Potential Issues and Opportunities:

1. As is common with freestanding buildings on college campuses, the building is exposed on all four sides, making it difficult to conceal service areas such as the loading dock.
2. The building's appearance from the major intersection at North 29th Street and Pecan Boulevard is not unattractive, but the main entrance is not visible. There may be an opportunity here to reveal more of what is going on in the building (especially in the evening) by replacing solid walls with glass walls.

EXTERIOR AND ENTRANCES

The footprint of the library is roughly rectangular, with assorted protrusions and recesses on each side. The main entrance faces south, although there are secondary public entrances on the east and north sides of the building, along with service/staff entrances on the east and west sides.

Materials used on the exterior of the building include red brick with beige brick accent banding, beige concrete masonry units, beige stucco, blue accent tile, metal flashing and roofing with a green patina, and metal doors and windows (some in a bronze finish and some in a green patina finish). A tile mosaic wraps around three sides of the double-height volume in the center of the north elevation. The two-story portion of the building in the northeast corner features four sections of curved brick wall segments with windows facing northeast. In addition to those at the main entrance, the north and west sides of the building feature outdoor seating areas with either a solid roof or a trellis overhead.

The main entrance in the south elevation actually consists of two entrances, symmetrically arranged on either side of the center block containing Rooms F102 and F134. A curved portico connects these two entrances, but is mostly decorative due to the narrow clearance at the corners of the center block. Outdoor seating areas adjacent to the south elevation are not shaded.

Potential Issues and Opportunities:

1. The main entrance portico is attractive but not functional due to the narrow clearance. This portico could be converted to interior space by installing glass in the openings.
2. The outdoor seating areas near the portico should be relocated, or shading devices should be installed.
3. Perhaps because it has been enlarged twice, the building presents a wide range of materials, wall heights, and roof forms. Future renovations or expansions could unify the building's appearance.

DESCRIPTION OF THE FIRST FLOOR (See Figure 1)

Access and Layout

The entrance doors open to a connecting lobby (Rooms F101, F133, and F139, 1892 SF, 17 seats) that wraps around Rooms F102 and F134 and connects to the inner set of doors into the library. There is an entrance to Technical Services (Room F105) on the west side and an entrance into the Computer Lab (F130) on the east side. A vending machine, a printer station, and a set of public toilets (F137 and F138) are located near the Computer Lab. The lobby feels compressed, with little connection to the outside. Some after-hours seating has been installed in the lobby near the inner set of doors into the library.

The Large Conference Room (Room F102, 900 SF) is used College-wide and features a sink, buffet counter, storage room (Room F104, 77 SF), A/V room (Room F103, 51 SF), and a large flat screen monitor mounted on the wall. Next to it, the Net Café (Room F134, 1051 SF, 36 seats) is open during extended hours beyond those of the library. It features perimeter workstations at built-in casework, with tables and chairs elsewhere in the room. The Net Café is not staffed, and apparently the nightly closing of the space is handled by custodial staff.

Across the lobby from the Net Café, the Computer Lab (Room F130, 4,073 SF including staff areas, 130 student seats) is packed with computer workstations that face a service point in the middle of the room. A second staff work desk is located near the lobby entrance to the lab. The Computer Lab can also be reached through a Vestibule that connects to the public entrance on the east side of the building (Room F129). Like the Net Café, this Computer Lab is open at certain times when the main library spaces are closed.

On the other side of the inner set of library doors, the circulation desk (473 SF) and display area are clearly visible. The circulation desk is usually staffed by two library technicians. Additional display and overflow seating areas are located on the east and west sides of the circulation desk, beyond which are

FIGURE 1. FIRST FLOOR PLAN

User seating and computers
Library staff and service points
CLE service point
CLE Writing Center
Educational Technology Offices
Collections
Meeting Rooms
Display
Facilities/Support
Toilets

stairs up to the second floor. An elevator is located on the western side. The area of these spaces adjacent to the circulation desk is 3,600 SF and there are 12 seats.

The distance between the circulation desk and the north exterior wall is about 157 feet, and is occupied by a large open space with many functions crowded into it. The area designated as Room F117 (2,613 SF) contains banquette seating on the east side. On the west side, a row of three study rooms has been converted to staff office space (Rooms F115, F116, and F118, 112-117 SF each). In the middle of this area is a combination of computer workstations (many reserved for group work) and study seating, some at high tables. Total seating in this area is 30 study seats and 46 seats at the computer workstations.

Moving further north into the area designated as Room F182 (2,175 SF), two service desks are located along the west wall, just a few feet apart. The first desk is the Information Commons service desk, which is usually run by three staff members. Next to it is the Reference Desk, which is usually run by two staff members. A large installation of 51 computer workstations dominates the open area in front of the desks.

To the east, another portion of Room F182 (3,125 SF, 57 seats) contains the Center for Learning Excellence (CLE) writing center. Seating is a mix of lounge seating and study seating. A service desk for the Writing Center staff is located at the south end of this space. The area to the north of the desk was formerly occupied by open bookstacks prior to the installation of the compact shelving located to the east of the Writing Center.

The compact shelving installation (3,205 SF) occupies three column bays in the northeast corner of the building. To the north of the compact shelving, a foyer area (342 SF) features an elevator and stair up to the Rainbow Room, with an exterior door facing east. This door is marked as an emergency exit.

The northernmost part of Room F182, the Periodical area (2,476 SF, 78 seats) in the center of the north side features a higher ceiling with clerestory windows, along with full-height windows facing north towards Pecan Boulevard. Seating here is a mixture of lounge seating and study seating. An exterior door in the north exterior wall is open for use.

Just past the reference desk on the west wall, an alcove (Room F183, 148 SF) contains 6 computers for community use. These can also be used by students at peak times. North of the alcove, a former copy area has been turned into two office areas (Room F173, 314 SF, and Room F173A, 211 SF) for three staff with the addition of a glass wall and door.

The center of the building's west side is occupied by a block of staff-only space that contains the Server Room (Room F141B, 384 SF), a Storage Room (Room F141A, 274 SF), and two former toilets that have been converted to storage (Rooms F142 and F143, 190 SF each). A wide corridor connects to an exterior door on the east side of the building.

The southwest quadrant of the building is dominated by a large open workroom for Technical Services (Room F105, 3,002 SF). The space contains workstations for two specialists, four technicians, an

administrative assistant, and up to four part-time staff members. Two specialists from the Automation Team also work in this open area. Double doors in the northwest corner connect directly to the exterior (covered) loading dock area. Two adjacent staff offices (Room F106, 196 SF and Room F107, 184 SF) are located on the south wall. To the north, a large Electrical Room (F112, 639 SF) is located across the corridor from Technical Services. A set of public toilets (Rooms F124 and F125) is located east of Technical Services and is accessed from the Circulation Lobby. An elevator is adjacent to the toilets and can be accessed from both the Circulation Lobby and from the Technical Services workroom.

The northwest quadrant of the building is also mostly staff space, but most of it is non-library staff. The Educational Technology Department occupies a large suite in the northwest corner of the building that contains 12 offices and associated support spaces (2,254 SF). Across the corridor, the Education Technology Department occupies another two rooms (Room F174, 430 SF and Room F175, 240 SF) for a total of almost 3,000 SF.

Across the corridor from the Education Technology Department, and backing up to the Reference Desk, a smaller suite of library staff space contains an open workroom for three library specialists (Room 179, 345 SF), two offices (Room F180, 148 SF and Room F181, 171 SF), a Break Room (Room F176, 280 SF), a storage/workroom (Room F178, 140 SF) and a staff toilet.

The remainder of this floor is occupied by staff toilets (Rooms F148 and F149), a Mechanical Room (Room F147) and Housekeeping (Rooms F120 and F121). There are exterior doors in this area on the north and west sides of the building.

Potential Issues and Opportunities:

1. Relocating the Education Technology Department to another building would free up enough space to consolidate many library staff areas that are scattered around the first and second floors. This would allow those areas to be converted to public use. For instance, the former Study Rooms F115, F116, and F118 could be available to students again. A Makerspace/3-D printing area could be installed in Rooms F173 and F173A where it would be highly visible behind the existing glass wall. Room F223 on the second floor could also be reopened to the public.
2. The former toilets F142 and F143 could be removed and converted to public space, perhaps for more Art Gallery space since the current space is directly above this area.
3. Consider consolidating the Reference and Information Commons service desks. Many students may not understand the distinction between the four service desks on the first floor.
4. Consider reducing the number of public entrances as a security measure, and to reduce noise and disruption in adjacent spaces. Existing entrances can be converted to alarmed emergency egress doors.
5. In the Technical Services workroom, consider removing some of the shelving in order to create space for more staff workstations or offices.

6. Consider removing the walls around the Large Conference Room F102 and Net Café Room F134 to create an open lobby with coffee shop/snack bar. This space could extend out to the curved portico wall by installing glass in the openings.

DESCRIPTION OF THE SECOND FLOOR (See Figure 2)

Access and Layout

The second floor of the library can be reached by four stairwells and two elevators. The second floor is an L-shape that wraps around the east and south sides of the library's footprint. The remainder of the footprint consists of roofs at various heights over the first floor below, including a higher roof over the center of the north elevation. There is no clear primary stair or elevator to reach the second floor, and no visual connection between the floors such as a double-height space, monumental stair, or balcony overlook.

Library users who take either of the two stairwells closest to the main Circulation Desk arrive at either end of a former stack area (Room F222, 4,360 SF) that was recently converted to a quiet study area with approximately 61 seats and 13 computer workstations. This space features artwork and colorful wall colors. Furniture in this area consists of a variety of study seating and lounge seating, some with connected worksurfaces, and many with power outlets. A small area of shelving (approx. 72 LF capacity; approx. 48 LF in use) is located on the south wall. Computer workstations are located in the southeast corner of the room. At the east end of the space, a service point (Room F225, 266 SF) contains an iPad for the study room reservation system. A small amount of shelving is located behind the desk, which is typically staffed by one library technician. This east wall is the only wall in the quiet study area with exterior windows.

Along the north end of the Quiet Study Area, six Study Rooms are located (Rooms F229-F234, 105 SF each). These feature either a table and chairs, or lounge seating, and all feature a whiteboard. Each room contains a window with views of the roof over the first floor. A larger former Study Room (F228, 217 SF) was recently repurposed to house a Stratasys F170 3D Printer.

On the south end of the Quiet Study Area, Room F220 (1,036 SF) is used for Library Instruction for up to 36 students plus an instructor. Room F223 (763 SF) next door is now used as staff office swing space. A library specialist and library technician are the current occupants, but the Automation Team may be relocated here.

A former Computer Lab (Room F235, 650 SF) has been converted for use by the art gallery staff. It contains office space for the art gallery associate, two part-time staff, and specialized storage for artwork. In the southeast corner of the second floor, two offices are occupied by librarians responsible for Programming (Room F236, 134 SF) and Outreach and Instruction (Room F237, 162 SF).

The southwest portion of the second floor contains a service core which houses an elevator, the main restrooms (Rooms F204 and F205), Janitor's Closet (Room F213, 120 SF), and Storage (Room F212, 90 SF). An unusually generous (approximately 8 feet wide) corridor wraps around the south and west sides

FIGURE 2. SECOND FLOOR PLAN

User seating and computers
Library staff and service points
Rainbow Room
Library Instruction
Art Gallery
Collections
Meeting Rooms
Facilities/Support
Toilets
Study Rooms
3-D Printer

of the service core and allows access to an administrative suite containing offices for the Dean (Room F216, 355 SF), Associate Dean (Room F219, 284 SF), administrative staff (Room F217, 328 SF), a storage/break room (Room F218, 149 SF), and a large Conference Room (Room F210, 644 SF) that is used by library staff as well as other departments on campus. A mechanical room (Room F208, 644 SF) is located in the northwest corner of this wing.

Connecting the Quiet Study Area to the northeast wing of the second floor, the Art Gallery exhibition space (Room F206[12], 989 SF) is located in an area that formerly housed two large restrooms. The long, narrow plumbing chase that served those restrooms remains in place. A stairwell adjacent to the gallery space connects to the staff-only emergency exit corridor near the Server Room.

The Rainbow Room is a former computer lab that was converted to a multi-purpose space for presentations, display, and overflow quiet study (Room F114, 3,118 SF). Its east wall consists of four curved wall sections with angled windows. At the north end, a stairwell and elevator open directly into the space. When used as a study space, it has approximately 56 seats at tables. A small area in the northeast corner is used for furniture storage (approx. 120 SF).

Potential Issues and Opportunities:

1. Consider installing a glass wall and door at the north end of the Rainbow Room to create a vestibule next to the stairs and elevator. This might reduce disruption when someone arrives on the second floor when the Rainbow Room is in use.
2. Consider removing the plumbing chase in the Art Gallery space, to create one larger rectangular space without the narrow alcoves.
3. Consider improving the vertical circulation between the first and second floors by making one or more of the stairwells more open, upgrading the stairwell finishes, and adding graphics.
4. Consider renovating the staff area in the southwest corner of the second floor to capture some of the space in the very wide hallways in this area.

[12] Also designated as Room F226 on some floor plan documents.

METHODOLOGY TO MEET ACCREDITATION REQUIREMENTS

Neither the fifth edition of the Southern Association of Colleges and School Commission on Colleges (SACSCOC) *Principles of Accreditation: Foundations for Quality Enhancement* (approved in 2001, last revision 2011) or the 2017 proposed revisions have specific requirements for space, seating, technology, or services in libraries. The following principles are from the 2017 document:

1. The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

2. The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

3. The institution provides (a.) student and faculty access and user privileges to its library services and (b.) access to regular and timely instruction in the use of the library and other learning/information resources.

There is no longer a single commonly-accepted space standard for academic libraries. Organizations such as the American Library Association (ALA) and the Association of College & Research Libraries (ACRL) no longer offer them, instead urging their members to focus on qualitative factors rather than quantitative measures. This is a reflection of the changing nature of libraries in general as their collections shift from print to electronic, and in particular the shift in academic libraries as more emphasis is placed on collaborative group work and high-tech spaces.

These items will be examined in order to determine the adequacy of the facility:

1. Alignment with STC Strategic Plan
2. Enrollment Projections
3. Collection Projections
4. Direct observation
5. Usage statistics
6. Comments from students, faculty, and staff (written and in person)
7. Comparison with peer institutions

LIBRARY ALIGNMENT WITH THE STC STRATEGIC PLAN FOR 2013-2018

Strategic Direction 2: Access and Success

- Intended Outcome #6. Expand community awareness of, community engagement with, and community support for South Texas College through the development and implementation of marketing strategies.
  Library Alignment: Library programs and gallery exhibits are key elements of STC's community engagement.

Strategic Direction 3: High Success Rate

- Intended Outcome #4. Empower students to achieve by embedding the knowledge and skills necessary for college success across the academic and extracurricular experiences of all students.
  Library Alignment: The concept of the library as a "one-stop shop" for a variety of services and expertise.

- Intended Outcome #5. Provide exemplary, state-of-the-art services, facilities, and information technologies that support student learning.
  Library Alignment: The library is the primary facility on campus to support this outcome.

Strategic Direction 4: Collective Responsibility

- Intended Outcome #4. Strengthen faculty and student interaction and engagement to increase students' persistence and completion of college.
  Library Alignment: The library's combination of group study rooms and tutoring spaces promote interaction and engagement.

Strategic Direction 5: Collaboration

- Intended Outcome #5. Support collaboration among faculty, staff, students and the community through intentional design of facilities and allocation of time.
  Library Alignment: The library's group study rooms, classrooms, multipurpose rooms, and gallery space support this outcome.

Strategic Direction 6: Cost Efficiency

- Intended Outcome #6. Actively recruit, reward, and retain the best faculty and staff.
  Library Alignment: The thoughtful design of service points and staff areas is an important factor in library staff recruitment and retention.

ENROLLMENT PROJECTIONS

Since many traditional space standards for academic libraries are based on library seats as a percentage of enrollment, or square feet of library space per student, enrollment projections are a key element of this adequacy assessment.

A variety of enrollment data is summarized in the table below, including the Texas Higher Education Coordinating Board (THECB) *Enrollment Forecast 2017-2030*, the *2010 District-Wide Campus Expansion Master Plan,* the STC *Comprehensive Operational Plan: FY 2016-2017 to FY 2019-2020,* and recent data from the STC Research and Analytical Services Department.

The column at the far right shows the consultant's projection for enrollment at the Pecan campus. This assumes a more conservative enrollment growth than the other sources shown, based on the actual enrollment numbers for 2017.

The percentage shown in parentheses is the ratio of Pecan Campus enrollment to STC System enrollment.

	THECB *2017-2030 Forecast* (STC System) [13]	***2010 Master Plan* (STC System)** [14]	***2010 Master Plan* (Pecan Campus)**	***2016-2020 Comprehensive Operational Plan* (STC System)** [15]	**STC Research Data (STC System)** [16]	**STC Research Data (Pecan Campus)** [17]	**Consultant's Projection (Pecan Campus)**
2010 actual	27,971	25,380	11,461 (41%)	29,354			
2015 projected		34,727	14,638 (42%)				
2015 actual	33,994			34,641	34,636	11,515 (33%)	
2016 projected		36,660	15,317 (42%)				
2016 actual	33,055[18]			33,995	33,995	11,622 (35%)	
2017 projected	33,331	38,647	16,010 (41%)	36,566			
2017 actual					31,969	11,111 (35%)	
2018 projected	33,974	40,864	16,717 (41%)	38,297			
2019 projected	34,471	43,089	17,440 (40%)	39,550			
2020 projected	34,883	45,371	18,176 (40%)	41,064			12,250[19]
2025 projected	35,414			44,749			14,000[20]
2030 projected	37,254						15,750[21]

[13] Fall headcount enrollment forecasts.
[14] STC Total Unduplicated enrollment.
[15] STC's *Comprehensive Operational Plan: FY 2016-2017 to FY 2019-2020*, December 2016.
[16] Data from STC Research and Analytical Services Department, September 18, 2017. Unduplicated headcount.
[17] Data from STC Research and Analytical Services Department, September 18, 2017.
[18] THECB's 2017 *Texas Public Higher Education Almanac: A Profile of State and Institutional Performance and Characteristics* was published in the Spring of 2017. That document lists the Fall 2016 actual enrollment as 33,044.
[19] Based on 35% of 35,000 STC System enrollment (consultant's adjusted projection).
[20] Based on 35% of 40,000 STC System enrollment (consultant's adjusted projection).
[21] Based on 35% of 45,000 STC System enrollment (consultant's adjusted projection).

COLLECTION PROJECTIONS

As noted earlier in this report, information provided by STC indicates that the library has a collection of approximately 69,000 print books and videos and one hundred ninety-two (192) serial title holdings. Information from the Sirsi Stats for 2016-2017 (see Appendix C) shows 63,712 books, 4,646 reference items, and 2,567 videos, for a total of 70,925 items that require shelf space. Although a few of these items are housed in traditional shelving elsewhere in the library, for the purposes of this calculation we will assume that all items are being stored in the compact shelving units.

Library staff are assuming a collections growth rate of 6% a year.[22] Using this growth rate, the collection will total 89,541 items in 2020, 119,826 items in 2025, and 160,355 items in 2030.

A review of the shop drawings for the compact shelving system installed in 2016 shows three adjacent units of shelving, designated A-C. Units A and B each contain 2,922 linear feet (LF) of shelving. Unit C contains 2,856 LF, for a total of 8,700 LF. According to library staff, the system can accommodate up to 102,699 print volumes, so each linear foot of shelving is apparently assumed to hold 11.8 volumes.

Library shelving is considered to be "functionally full" when 85% of the shelves are full. This allows space for adjusting the collection for returned items and new items. In practice, this frequently results in the bottom shelf of each unit remaining empty, since it is also inconvenient for most people to use.

The table below shows when the 8,700 LF of compact shelving will be functionally full at 85% capacity (2020) and when it will be full at 100% capacity (2023), assuming 6% annual growth.

	2016	2017	2018	2019	2020	2021	2022	2023	2025	2030
Items in Collection	70,925	75,181	79,691	84,473	89,541	94,914	100,608	106,645	119,826	160,355
LF required (at 85% full)	7,071	7,496	7,945	8,422	8,927	9,463	10,031	10,633	11,947	15,987
LF required (at 100% full)	6,011	6,371	6,754	7,159	7,588	8,044	8,526	9,038	10,155	13,589

[22] Conversation with Jesus Campos, October 16, 2017.

DIRECT OBSERVATIONS

At a visit to the library on October 16, 2017, the consultant observed the following between 8:30 AM and 12:00 PM. It is important to note that these observations are anecdotal, and were made before the library's peak usage which typically occurs in late afternoon.

1. Almost all first floor seating areas near the entrance and circulation desk appeared to be in use, including those in the lobby area (Room F139) and near the stairs (Room F113).
2. All of the tables in the Net Café (Room F134) appeared to have at least one person using them.
3. At least 50% of the computers in the large Computer Lab (F139) appeared to be in use. Computers reserved for groups and multimedia were not in use.
4. All banquette seating in Room F117 (along the east wall) appeared to be in use.
5. Most of the tables and chairs in Room F182 appeared to be in use.
6. Seats in the CLE Writing Center (F182, east side) appeared to be about 50% occupied.
7. All of the computer workstations in the Main Room (F182) appeared to be in use, except those reserved for group use and community use.
8. Every table and lounge seating area in the Periodicals area in Room F182 (north end) appeared to have at least one person using them.
9. About 25% of the lounge seats in the Quiet Reading Area Room F222 appeared to be in use.
10. Testing computers in Room F222 were not in use
11. All six of the group study rooms on the second floor (Rooms F229-F234) appeared to be in use.
12. One person was using the Rainbow Room (F224).

USAGE STATISTICS AND SURVEYS

Several pages of statistics and surveys provided by STC are included in Appendices C, D, and E. In general, these statistics show a high usage of the library's spaces and services. The library staff receives high marks for customer service, despite the limitations of the existing facility.

COMMENTS FROM STUDENTS, FACULTY, AND STAFF

Note: for additional comments, see Appendix D: LibQUAL Data Provided by STC, and Appendix E: 2014 "My Ideal Library" Comments Provided by STC.

Discussion Session with Staff, Faculty, and Administrators on October 16, 2017.

Participants:
Minerva Alvarez, Circulation and Reference Librarian, Public Services
Jesus Campos, Associate Dean of Library Services
Richard Coronado, Instructor and Department Chair, English
Teresa Garcia, Director, Centers for Learning Excellence
Becky Owens, Systems & Applications Librarian
Luis Alberto Pena Jr., Learning Commons and Open Lab Supervisor
Dr. David Plummer, Vice-President for Information Services, Planning & Strategic Initiatives
Patrick Deaton, Library Consultant

Items discussed included:

1. Helping college students at the time of need.
2. A new classroom/multi-use space that could be a tutoring space at certain times during the day. It could be faculty space in the morning, and a student space in the afternoon.
3. Staff at service desk to help with Microsoft Word, Windows, etc.
4. Do we have the space we need for the library? The original building has been expanded twice.
5. Could see 14,000-15,000 enrollment at Pecan Campus.
6. Reaccreditation in five years.
7. Growth in bachelors programs.
8. How much is the faculty using the space?
9. Library instruction lab availability and turnaways. 3 day notice to get into schedule, 1 turnaway every 3-4 weeks. When that happens, library staff will offer to go into the classroom.
10. The English Department uses the Rainbow Room frequently.
11. Art Gallery space.
12. Look at a second library instruction space. Active learning is desired for the new one, and then the old one could be traditional classroom style.
13. Students come in at 9:00 AM, might stay until 1:00 PM or 2:00 PM.
14. The last building expansion was 2003-2004.
15. 24/7 services. Maintain a big open space with STC personnel, and cameras to the police department
16. UT Health San Antonio Library. Corner of the building is open 24 hours/day. Students use their ID card to unlock the doors.

17. STC students have ID card, but it is not used for access.
18. Compact shelving vs off-site storage.
19. Reference desk. “Higher education centers” support remote connection.
20. Campus to campus tutoring line using Blackboard.
21. IT Help Desk could maybe offer support at peak times. There is one in the new enrollment center.
22. Music department – media production space, broadcasting room, 3-D printing, 3-D scanners.
23. One-button studio.
24. Should a new makerspace be more visible?
25. Archival spaces and special collections. STC is not a research university, so no. Some local items go to UT RGV or the City of Mission Museum.
26. Publishing press would be unique for RGV area.
27. Server room is a hub for other buildings, but not supporting other libraries in the system.
28. 32 laptops are available for lending, along with headphones, SD card readers, group stations, HDMI cables, keyboards, calculators, and textbooks.
29. Electronic textbooks, with the ability to annotate them.
30. Systems/application issues. Add flat panels in study rooms. Wayfinding initiative is under way using 22MILES software. It will be installed in two locations. Can reserve study rooms. LibCal, LibGuides, Springshare.
31. Multimedia editing stations with Pinnacle, Camtasia, Adobe creative suite.
32. New building at Tech Campus down Ware Road. “Tetris Building.”
33. Art Gallery has tech for digital displays.
34. White noise system in quiet room upstairs.

Discussion Sessions with students on October 16, 2017.

Participants:
Approximately 70 students total, in multiple sessions.
Jesus Campos, Associate Dean of Library Services
Patrick Deaton, Library Consultant

Multiple 15-minute discussion sessions were conducted with students on the afternoon of October 16, 2017. Students were asked what they liked about the library, what they did not like, and what they would put in an empty space in the library.

Items are listed in the order in which they were recorded. An asterisk indicates multiple students repeated or agreed with the item.

A. STUDENT REPONSE TO "LIKES:"

1. Study rooms on second floor* (smaller size for one person would be nice)
2. Artwork on second floor*
3. Seating area with lounge seats
4. Room temperature/HVAC
5. Chairs
6. Rainbow Room
7. Chairs with power
8. Internet/wireless
9. Printing setup
10. Tables with power* (need more USB outlets)
11. Computer area
12. Booths/banquettes
13. Convenient power
14. Openness of first floor
15. Compact shelving*

B. STUDENT RESPONSE TO "DISLIKES:"

1. Noisy groups on first floor (at group computer stations)*
2. Not enough computers*
3. Need more sofas
4. Need a space where it is OK to be noisy
5. Need more power outlets
6. People who sleep on sofas – need a room for this
7. Not enough textbooks
8. Hard to find trash cans
9. Parking
10. Not enough recycling bins
11. Too many kinds of chairs
12. Restrooms too small; not elegant
13. Need USB-C outlets
14. Not enough seats at group computer stations
15. The quiet space on the second floor is too small, it gets full
16. Carpet looks old

C. STUDENT RESPONSE TO "IF THERE WERE MORE SPACE IN THE LIBRARY, I WOULD USE IT FOR:"

1. Nap Room**
2. 10-person group study room
3. More study rooms***
4. Class-size media-viewing room
5. 1-person room for webcam filming, ASL tutoring*
6. Reclining chairs
7. More chairs with power
8. Shaded outdoor areas
9. Lunchroom
10. Snack bar/coffee shop, with artwork and lounge seats****
11. More art, especially student art
12. Media production studio*
13. Color printer
14. Glass elevator
15. Tables with power in a space where it is OK to be noisy
16. Larger tables (for 18x24 artwork) in a quiet space
17. Gaming space
18. Beanbags
19. Therapy dogs for stress relief during exams
20. Quiet computer space*
21. A space where you can bring your dog ("dog library")
22. Glass-enclosed art studio and study rooms
23. Earphones connected to chairs
24. Tables with power
25. Charging stations
26. Smaller video viewing room
27. Presentation practice room*
28. Private booth
29. 6-10 person group study room with computer

Discussion Session with Faculty on October 16, 2017.

Participants:
Jesus Campos, Associate Dean of Library Services
Dr. Oscar Plaza, Instructor and Department Chair, Technology Management
Patrick Deaton, Library Consultant

A. FACULTY RESPONSE TO "LIKES:"

1. Print copies of key texts
2. Art Gallery space
3. Programming
4. Classroom space for library instruction

B. FACULTY RESPONSE TO "IF THERE WERE MORE SPACE IN THE LIBRARY, I WOULD USE IT FOR:"

1. Educate students in the value of the book
2. Closer collaboration with CLE
3. Traditional (quiet) reading room with books along perimeter, such as the one at the McAllen Main Library (renovation designed by MSR Design, opened in 2012). That space is shown in Figures 3 and 4 on the next page.

Figure 3. McAllen Main Library. Reading Room. View of entrance to the room.[23]

Figure 4. McAllen Main Library. Reading Room. View from inside the room.[24]

[23] Photo from https://mcallen.smugmug.com/Library/Main-Library/New-Main-Library/New-Main/Photo-Tour-February-2012/
[24] Photo from https://mcallen.smugmug.com/Library/Main-Library/New-Main-Library/New-Main/Photo-Tour-February-2012/

COMPARISON WITH PEER INSTITUTIONS

The table below was provided by STC (with one correction from the consultant noted). Note that the three most recently-constructed libraries all have at least 7 gross square feet (GSF) per student, while the Pecan library has only 5.62 GSF per student. The average of the three most recently-constructed libraries is 10.76 GSF per student. Depending on the efficiency of the buildings, this equates to somewhere between 7.6 and 8.9 assignable square feet (ASF) per student.

As recently as 2011, a traditional standard for community college libraries with greater than 10,000 students was 4 ASF per student[25], but that standard was developed before the proliferation of collaborative learning spaces and other specialized spaces.

For a new library building, the consultant suggests a goal of 7.5 ASF per student for a library building with open stacks. For a library building with mostly compact shelving, this number can be reduced to 6.5 ASF per student.

Library Space Comparisons

Institution	Campus	Year Library Built or Last Renovated	Square Ft.	Student Population	Sq. Ft./Student
Alamo	NE- Lakeview	2009	25,500	5,979	4.26
Delmar	White Library (Main Campus)		77,760	10,852	7.17
El Paso Community College	Valle Verde	1978	30,000	12,000	2.50
Lone Star	Cy-Fair	2003	85,000	20,000	4.25
South Texas College	Mid-Valley	2018	31,564	4,004	7.88
South Texas College	NAH	2018	13,530	1,937	6.99
South Texas College	Pecan	2004	64,910	11,546	5.62
South Texas College	Starr	2018	22,000	1,264	17.41
South Texas College	Technology		5,417	1,539	3.52

Notes: **Delmar-**The White Library is 97,200 sq. ft, but the library occupies 77,760 sq. ft. of the building. The student population is based on Fall 2015. **El Paso Community College:** The Valle Verde Campus library occupies two floors, approximately 26,688 sq. ft., of a four story building with a basement floor.* **South Texas College** - Square footage of new building is used where one will become available in the Spring 2018 Semester. Building F at the Pecan Campus is 67,266 sq. ft., but the library occupies 64,910 square feet of the building.

**This square footage was adjusted by the consultant. The mezzanine floor is 13,344 SF. The main floor is larger than the mezzanine, so the total area was adjusted to 30,000 SF.*

[25] See http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_spacestandards_study.pdf, page 48.

RECOMMENDATIONS FOR SIZE AND SEATING

1. The existing facility is inadequately sized to meet the needs of the current student population. The consultant recommends a goal of 6.5 assignable square feet (ASF) per student if most collections are stored in compact shelving, and 7.5 ASF/student if most collections are stored in open shelving.
   A. Based on Fall 2017 enrollment of 11,111 students, the existing building contains 3.5 ASF/student (39,485 ASF[26]).
   B. Based on Fall 2017 enrollment of 11,111 students, and assuming that most of the collection is stored in compact shelving, the library building should contain 72,221 ASF. This equates to 114,637 GSF using the existing building's efficiency ratio (63%), or to 96,294 GSF using an efficiency ratio for new construction (75%).
   C. A new or renovated building constructed to meet 2020 enrollment projections of 12,250 students should contain:
      - 79,625 ASF if most collections are stored in compact shelving. This equates to 106,166 GSF using an efficiency ratio for new construction.
      - 91,875 ASF if most collections are stored in open shelving. This equates to 122,500 GSF using an efficiency ratio for new construction.
   D. A new or renovated building constructed to meet 2030 enrollment projections of 15,750 students should contain:
      - 102,375 ASF if most collections are stored in compact shelving. This equates to 136,500 GSF using an efficiency ratio for new construction.
      - 118,125 ASF if most collections are stored in open shelving. This equates to 157,500 GSF using an efficiency ratio for new construction.

2. The existing facility's seat count is insufficient to meet the needs of the current student population. The consultant recommends a goal of seating for 10% of enrollment.
   A. Based on Fall 2017 enrollment of 11,111 students, the existing building contains seating for 6.4% of enrollment (716 student seats).[27]
   B. Based on Fall 2017 enrollment of 11,111 students, the existing building should contain 1,111 total student seats.
   C. A new or renovated building constructed to meet 2020 enrollment projections of 12,250 students should contain 1,225 total student seats.
   D. A new or renovated building constructed to meet 2030 enrollment projections of 15,750 students should contain 1,575 total student seats.

[26] This number is the total assignable area for all spaces in the building except the Educational Technologies offices.
[27] This includes some seating in spaces that are not always available to students, such as the Rainbow Room. If seats in those spaces are excluded, the percentage drops to 5.3%.

RECOMMENDATIONS FOR NEW SPACES

The following spaces should be considered for the expanded library facility, whether a renovation or new construction:

1. The overwhelmingly number-one request from students is a coffee shop/snack bar. This has become quite common in academic libraries and reflects the library's role as "third place" between the classroom and the student's home. It would be difficult to make this space too large. An alcove could include microwave ovens and hot water dispensers for student use.

2. A second tutoring space for STEM courses. Ideally, this space would be enclosed with a glass wall to allow visibility while controlling acoustics.

3. A dedicated Quiet Reading Room with traditional features such as bookshelves and long tables (with lighting and power built in).

4. A second classroom for library instruction, with moveable furniture for an active learning environment.

5. A dedicated Makerspace for 3-D printers and other devices. Ideally, this space would be enclosed with a glass wall to allow visibility while controlling acoustics and fumes.

6. More group study rooms in all sizes are needed, and this should include larger group study rooms for 8-12 people, and smaller study rooms for 1-2 people and remote tutoring via webcam.

7. "Messy" group study rooms that can be used for artwork and other projects. Finishes and furniture should be selected for durability and easy cleaning.

8. A quiet, dimly-lit space with lounge furniture for rest and meditation.

9. A space where it is acceptable for students to talk loudly, watch videos with the sound turned up, etc. This space could also include videogame stations for recreational use during study breaks. (This would also be the space to try the student-requested therapy dogs.)

10. Media production rooms and presentation practice rooms.

APPENDIX A: DESCRIPTION OF THE CENTER FOR LEARNING EXCELLENCE (CLE)

Access and Layout

According to the STC website, the Center for Learning Excellence (Building C) was built as the Sylvia Esterline Student Success Center and later renamed. It was dedicated in September of 2006, and is "dedicated to offering students a variety of academic support services including tutoring, computer-assisted instructional labs, and open computer access." The architect for the project was Ero Architects. According to their website, the project was completed in June 2005 and contains 23,400 SF. It is a renovation of an existing building. The "floor plan" referenced below is the one posted inside the building near the main entrance.

The main entrance to the CLE faces south and is approximately 170 feet from the main entrance to the library. A central tutoring space is adjacent to the main service desk (Room 109, 18 computer seats plus 68 seats at tables shown on floor plan). Two staff offices are located behind the desk. Two study rooms are located to the north (Rooms 115 and 116, four study seats in each room on floor plan). To the east of the main space, two classrooms (Rooms 110 and 111, 48 seats shown in each room) and a small office suite are located. The office suite contains a reception area, four offices, and a storage room. A high-ceilinged computer lab is adjacent to the tutoring space and has a wall of windows facing north (Room 129, 100 computer seats shown on floor plan) along with a large monitor displaying the tutoring waiting queue. The west side of the building contains a smaller computer lab area (Room 122, 38 computer seats plus 20 seats at tables shown on floor plan), an open seating area (Room 117, 10 computer seats plus 48 seats at tables), and several small group study/tutoring rooms including one for veterans and one for the Beacon Mentoring Program (Rooms 125 and 126 with four seats each, Rooms 123, 124, 127, and 128 with six seats each, total of 32 seats). Total seating in the CLE building is approximately 166 computer seats, 136 seats at tables, 96 seats in classrooms, and 40 seats in study rooms.

Potential Connection to the Library Building

Given the close adjacency and program of the CLE building, and the need for a second tutoring space for STEM courses in the library, it is reasonable to investigate connecting the existing library and CLE with new construction. There are challenges: first, the floor levels do not align; it appears that the elevation of the CLE is a few feet above that of the first floor of the library. Having contiguous floor levels is critical for accessibility, orientation, transparency and for future reconfiguration. Second, the new construction would block the existing service drive that connects to the library's loading dock (and provides access for emergency vehicles).

On the positive side, the buildings are fairly close together (approximately 70 feet perpendicular distance), and their exterior materials are similar. A double-height addition could contain ramps, stairs, and/or an elevator to connect the floor levels of the two buildings, along with additional assignable space. In terms of a precedent for this type of project on the STC campus, it appears that the

Administration Building X was built to connect two existing buildings A and D, which were about 100 feet apart. See Figure 5 showing the footprint of the new construction.

The best program element for this new construction might be the coffee shop/snack bar that so many students requested during the meetings on October 16, 2017. A similar example of a high-ceilinged space inserted between existing buildings is the Von der Heyden Pavilion at Perkins Library at Duke University. This project was designed by Shepley Bulfinch and opened in 2005. Figures 6 and 7 show the exterior and interior of that project.

Figure 5. Aerial view showing potential footprint of new construction connecting the CLE and Library buildings.

Figure 6. Von der Heyden Pavilion at Perkins Library at Duke University. Exterior View.[28]

Figure 7. Von der Heyden Pavilion at Perkins Library at Duke University. Interior View.[29]

[28] Image from http://www.shepleybulfinch.com/project/duke-university/A3/
[29] Image from http://www.shepleybulfinch.com/project/duke-university/A3/

APPENDIX B: STUDY SPACES IN OTHER BUILDINGS

The newer classroom buildings on the Pecan campus contain both “Student Collaboration” spaces with tables and chairs, as well as “Information Commons” spaces with computer workstations. Some of these spaces are branded as “Learning Commons & Open Labs.”

The floor plans of the new 62,000 square foot North Academic Building, designed by PBK Architects, are shown on the next page as an example (Figure 8). This building will house classrooms for Math, Science, Early Education, Business, and Criminal Justice. All three floors contain Student Collaboration Space (shown in purple) that includes an Information Commons space on the second floor and an Open Computer Lab on the third floor.

These spaces are especially convenient for students who might have a short break between classes in the building, and would not have enough time to walk to the library and back. They are not staffed by librarians and they contain no library collections, services, or technology (other than access to electronic resources). Therefore, these spaces should not be counted as library spaces for the purposes of the Adequacy Assessment.

Classroom
Lab
Classroom
Open Computer Lab
Mechanical
R.R.
R.R.
Strg.
Lab
Classroom
Classroom
Student Collab.
Student Collab.
Classroom
Strg.
Admin. Waiting
Strg.
Work Rm.
R.R.
Elev.Rm.
Office
Adjunct Faculty
Faculty Collab.
Active Learning Classroom
Classroom
IDF
Strg.
Work Rm.
Admin. Waiting
Strg.
Classroom
Office
Office
Office

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Hourly Head Count Pecan First Floor by Day of Week

9/1/16 - 8/31/17

Number of Records / Total Sum / Blank Records for Counts: General Library Head Count - Pecan 1st Floor

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Rec:	124	485	482	462	472	287	208
Sum:	1456	21155	20862	20474	18379	4159	2423
Blnk:	0	0	0	0	0	0	0

Low / High / Average for Counts: General Library Head Count - Pecan 1st Floor

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lo:	1	1	1	1	1	1	1
Hi:	35	150	170	157	138	109	46
Avg:	11.74	43.62	43.28	44.32	38.94	14.49	11.65

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Hourly Head Count Pecan First Floor by the Hour

9/1/16 - 8/31/17

	6AM	7AM	8AM	9AM	10AM	11AM	12PM	1PM	2PM	3PM	4PM	5PM
Lo:	0	1	1	1	1	1	1	2	1	1	1	1
Hi:	0	34	78	101	109	132	157	170	107	117	109	93
Avg:	0	10.73	27.84	40.05	46.93	49.30	59.22	47.91	41.70	40.21	36.08	25.23

	6PM	7PM	8PM	9PM	10PM	11PM	12AM	1AM	2AM	3AM	4AM	5AM
Lo:	2	1	1	1	0	0	0	0	0	0	0	0
Hi:	67	67	59	40	0	0	0	0	0	0	0	0
Avg:	24.07	18.72	11.43	6.77	0	0	0	0	0	0	0	0

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Hourly Head Count Pecan Second Floor By Day

9/1/16 - 8/31/17

Number of Records / Total Sum / Blank Records for Counts: General Library Head Count - Pecan 2nd Floor

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Rec:	116	454	401	432	419	237	209
Sum:	1213	10818	8655	10542	8510	1991	2110
Blnk:	0	0	0	0	0	0	0

Low / High / Average for Counts: General Library Head Count - Pecan 2nd Floor

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Lo:	1	1	1	1	1	1	1
Hi:	47	81	89	67	80	31	38
Avg:	10.46	23.83	21.58	24.40	20.31	8.40	10.10

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Hourly Head Count Pecan Second Floor by the Hour

9/1/16 - 8/31/17

Low / High / Average for Counts: General Library Head Count - Pecan 2nd Floor

	6AM	7AM	8AM	9AM	10AM	11AM	12PM	1PM	2PM	3PM	4PM	5PM
Lo:	0	1	1	1	1	2	1	1	1	1	1	2
Hi:	0	18	38	62	56	62	81	89	67	66	49	40
Avg:	0	4.80	13.37	17.77	24.19	28.46	28.53	25.06	21.72	21.86	18.97	16.16

Low / High / Average for Counts: General Library Head Count - Pecan 2nd Floor

	6PM	7PM	8PM	9PM	10PM	11PM	12AM	1AM	2AM	3AM	4AM	5AM
Lo:	1	3	1	1	0	0	0	0	0	0	0	0
Hi:	37	31	29	19	0	0	0	0	0	0	0	0
Avg:	17.78	14.54	11.26	6.56	0	0	0	0	0	0	0	0

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Fall 2016 Unduplicated Computer Usage by Week

	8/26/16-9/1/16	9/2/16-9/8/16	9/9/16-9/15/16	9/16/16-9/22/16	9/23/16-9/29/16	9/30/16-10/6/16	10/7/16-10/13/16	10/14/16-10/20/16	10/21/16-10/27/16	10/28/16-11/3/16	11/4/16-11/10/16	11/11/16-11/17/16	11/18/16-11/24/16	11/25/16-12/1/16	12/2/16-12/8/16	12/9/16-12/15/16
Pecan Open Labs	2,129	1,828	2,327	2,220	2,159	2,306	2,191	2,178	2,206	2,118	2,139	2,246	1,776	2,277	2,566	2,010
Pecan Library	2,028	1,784	2,242	2,118	1,865	2,002	1,844	1,944	1,833	1,786	1,922	2,029	1,415	1,738	2,187	1,769
Pecan CLE	1,515	1,355	1,831	1,675	1,573	1,631	1,763	1,780	1,675	1,724	1,736	1,663	1,363	1,718	1,944	1,385

*If there is consideration to colocate the CLE within the Library, the CLE Open Computer Lab attendance numbers are included.

Fall 2016 Duplicated Computer Usage by Week

	8/26/16-9/1/16	9/2/16-9/8/16	9/9/16-9/15/16	9/16/16-9/22/16	9/23/16-9/29/16	9/30/16-10/6/16	10/7/16-10/13/16	10/14/16-10/20/16	10/21/16-10/27/16	10/28/16-11/3/16	11/4/16-11/10/16	11/11/16-11/17/16	11/18/16-11/24/16	11/25/16-12/1/16	12/2/16-12/8/16	12/9/16-12/15/16
Pecan Open Labs	3,653	2,889	4,030	3,905	3,620	3,948	3,792	3,796	3,830	3,757	3,669	3,885	2,788	3,957	4,638	3,323
Pecan Library	3,162	2,729	3,609	3,502	3,016	3,293	2,990	3,179	2,992	2,914	3,147	3,341	2,224	2,873	3,675	2,955
Pecan CLE	2,727	2,264	3,372	3,151	2,945	3,359	3,412	3,348	3,243	3,488	3,292	3,240	2,302	3,431	3,901	2,435

*If there is consideration to colocate the CLE within the Library, the CLE Open Computer Lab attendance numbers are included.

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Spring 2017 Unduplicated Computer Usage by Week

	1/13/17-1/19/17	1/20/17-1/26/17	1/27/17-2/2/17	2/3/17-2/9/17	2/10/17-2/16/17	2/17/17-2/23/17	2/24/17-3/2/17	3/3/17-3/9/17	3/10/17-3/16/17	3/17/17-3/23/17	3/24/17-3/30/17	3/31/17-4/6/17	4/7/17-4/13/17	4/14/17-4/20/17	4/21/17-4/27/17	4/28/17-5/4/17	5/5/17-5/11/17
Pecan Open Labs	1,302	1,589	1,629	1,708	1,548	1,688	1,902	2,050	169	1,667	1,880	1,831	1,567	1,837	2,083	1,832	1,790
Pecan Library	1,442	1,789	1,815	1,820	1,614	1,728	1,670	1,789	266	1,403	1,675	1,629	1,371	1,634	1,769	1,804	1,801
Pecan CLE	1,241	1,495	1,574	1,667	1,499	1,585	1,642	1,628	77	1,388	1,603	1,500	1,277	1,507	1,640	1,662	1,207

*If there is consideration to colocate the CLE within the Library, the CLE Open Computer Lab attendance numbers are included.

Spring 2017 Duplicated Computer Usage by Week

	1/13/17-1/19/17	1/20/17-1/26/17	1/27/17-2/2/17	2/3/17-2/9/17	2/10/17-2/16/17	2/17/17-2/23/17	2/24/17-3/2/17	3/3/17-3/9/17	3/10/17-3/16/17	3/17/17-3/23/17	3/24/17-3/30/17	3/31/17-4/6/17	4/7/17-4/13/17	4/14/17-4/20/17	4/21/17-4/27/17	4/28/17-5/4/17	5/5/17-5/11/17
Pecan Open Labs	2,093	2,654	2,768	2,868	2,657	2,963	3,628	3,507	206	2,851	3,242	3,119	2,440	3,069	3,636	3,364	2,891
Pecan Library	2,221	2,995	3,045	3,188	2,822	2,996	2,832	2,949	341	2,355	2,895	2,691	2,120	2,447	2,984	3,140	2,309
Pecan CLE	1,242	1,496	2,932	3,228	2,862	3,024	3,268	3,141	104	2,658	3,017	2,910	2,203	3,055	3,316	3,360	2,175

*If there is consideration to colocate the CLE within the Library, the CLE Open Computer Lab attendance numbers are included.

APPENDIX C: USAGE STATISTICS PROVIDED BY STC
(FY 2016-2017)

	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech
Student	2	2865	4765	22067	2	2504	2239
Faculty	0	59	79	451	0	64	40
Staff	0	230	78	1957	0	79	58
TexShare	0	0	0	3	0	0	0
Community	0	118	12	1610	0	123	13

South Texas College Library SirsiDynix Statistics - FY 2016-17

	Registered Community Users								
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	Total	Change per month
September	1	525	65	854	0	293	26	1,764	0
October	2	489	61	808	0	242	25	1,627	-137
November	2	490	60	826	0	219	25	1,622	-5
December	2	486	59	821	0	218	27	1,613	-9
January	2	480	55	812	0	189	31	1,569	-44
February	2	481	56	825	0	187	36	1,587	18
March	2	473	54	834	0	184	40	1,587	0
April	2	471	56	846	0	192	40	1,607	20
May	2	467	58	847	0	192	40	1,606	-1
June	2	440	56	843	0	183	43	1,567	-39
July	2	423	57	845	0	181	45	1,553	-14
August	0	407	53	834	0	177	64	1,535	-18

APPENDIX C: USAGE STATISTICS PROVIDED BY STC
(FY 2016-2017)

	Item Charges by Library							
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	Total
September	0	416	572	3,983	0	417	269	**5,657**
October	0	403	522	3,231	0	413	371	**4,940**
November	0	603	598	3,495	0	318	311	**5,325**
December	0	190	274	1,781	0	178	143	**2,566**
January	0	216	493	1,761	1	173	174	**2,818**
February	1	305	516	2,625	1	264	321	**4,033**
March	0	245	428	2,593	0	241	251	**3,758**
April	1	419	449	3,079	0	326	309	**4,583**
May	0	145	237	1,345	0	204	150	**2,081**
June	0	190	355	1,571	0	223	120	**2,459**
July	0	190	731	1,298	0	100	92	**2,411**
August	0	275	344	1,239	0	164	80	**2,102**
Total	**2**	**3,597**	**5,519**	**28,001**	**2**	**3,021**	**2,591**	**42,733**

This is the total number of regular circulating items checked out at each library. This report shows the checkout library not the owning library.

	Item Charges by Profile					
	Community	Faculty	Staff	Student	TexShare	Total
September	141	85	185	4,215	3	**4,629**
October	154	70	240	4,353	0	**4,817**
November	130	84	194	4,553	0	**4,961**
December	72	46	134	2,300	0	**2,552**
January	148	57	185	2,349	0	**2,739**
February	185	79	182	3,553	0	**3,999**
March	158	61	188	3,146	0	**3,553**
April	164	67	176	3,739	0	**4,146**
May	104	39	164	1,715	0	**2,022**
June	216	36	254	1,766	0	**2,272**
July	230	38	252	1,275	0	**1,795**
August	174	31	248	1,480	0	**1,933**
Total	**1,876**	**693**	**2,402**	**34,444**	**3**	**39,418**

	Reserve Item Charges by Library							
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	Total
September	0	224	111	1,231	0	57	30	**1,653**
October	0	91	51	751	0	57	8	**958**
November	0	52	51	529	0	29	18	**679**
December	0	11	11	314	0	27	2	**365**
January	0	226	53	624	0	22	20	**945**
February	0	92	92	632	0	18	17	**851**
March	0	42	37	376	0	21	6	**482**
April	0	28	56	529	0	23	3	**639**
May	0	10	18	194	0	13	1	**236**
June	0	37	64	415	0	4	0	**520**
July	0	20	29	288	0	42	0	**379**
August	0	54	64	345	0	44	4	**511**
Total	**0**	**887**	**637**	**6,228**	**0**	**357**	**109**	**8,218**

This is the total number of reserve items checked out at each library. Reserve items are those placed in the library by faculty for use by their classes.

	Charges by Campus & Profile YTD					
	Student	Faculty	Staff	TexShare	Community	Total
La Joya	2	0	0	0	0	**2**
Mid-Valley	2865	59	230	0	118	**3,272**
Nursing	4765	79	78	0	12	**4,934**
Pecan	22067	451	1957	3	1610	**26,088**
Pharr	2	0	0	0	0	**2**
Starr	2504	64	79	0	123	**2,770**
Tech	2239	40	58	0	13	**2,350**
Total	**34,444**	**693**	**2,402**	**3**	**1,876**	**39,418**

APPENDIX C: USAGE STATISTICS PROVIDED BY STC
(FY 2016-2017)

	Circulation by Hour - Year to Date							
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	Total
7:00 AM	0	42	397	990	0	27	17	**1,473**
8:00 AM	0	238	751	1995	1	235	288	**3,508**
9:00 AM	0	454	634	2787	0	353	278	**4,506**
10:00 AM	0	438	719	3536	0	568	291	**5,552**
11:00 AM	0	455	689	3785	1	515	415	**5,860**
12:00 PM	0	458	598	3452	1	475	309	**5,293**
1:00 PM	0	408	572	3634	0	338	339	**5,291**
2:00 PM	0	400	569	3428	1	422	297	**5,117**
3:00 PM	0	375	542	2847	0	298	238	**4,300**
4:00 PM	1	267	469	2788	0	228	175	**3,928**
5:00 PM	0	185	259	2014	0	74	59	**2,591**
6:00 PM	2	92	73	1510	0	1	15	**1,693**
7:00 PM	0	36	4	1142	0	1	2	**1,185**
8:00 PM	0	0	0	906	0	0	0	**906**
9:00 PM	0	0	0	466	0	0	0	**466**
10:00 PM	0	0	0	93	0	0	0	**93**
Total	**3**	**3,848**	**6,276**	**35,373**	**4**	**3,535**	**2,723**	**51,762**

	Circulation by Call Number - Year to Date								
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	Total	
A	0	3	1	15	0	2	72	**93**	General Works
B	0	65	7	621	0	90	17	**800**	Philosophy Psychology Religion
C	0	5	4	47	0	2	0	**58**	Auxiliary Sciences of History
D	0	54	0	462	0	39	34	**589**	General History and History of Europe
E	0	120	2	761	0	197	3	**1,083**	History: America
F	0	34	1	324	0	81	1	**441**	History: America
G	0	44	0	227	0	28	13	**312**	Geography Anthropology Recreation
H	0	250	8	1642	0	115	127	**2,142**	Social Sciences
J	0	18	0	150	0	20	4	**192**	Political Science
K	0	25	2	193	0	26	12	**258**	Law
L	0	119	7	582	0	85	25	**818**	Education
M	0	13	1	140	0	6	1	**161**	Music
N	0	40	0	262	0	20	17	**339**	Fine Arts
P	0	452	46	1906	0	504	85	**2,993**	Language and Literature
Q	0	144	54	966	0	102	78	**1,344**	Science
R	0	413	2015	1202	0	166	8	**3,804**	Medicine
S	0	5	0	74	0	8	1	**88**	Agriculture
T	0	46	1	435	0	42	133	**657**	Technology
U	0	3	4	48	0	9	8	**72**	Military Science
V	0	0	0	1	0	3	0	**4**	Naval Science
Z	0	2	3	51	0	12	2	**70**	Bibliography Library Science
Total	**0**	**1,855**	**2,156**	**10,109**	**0**	**1,557**	**641**	**16,318**	

This report does not include reserves items.

APPENDIX C: USAGE STATISTICS PROVIDED BY STC
(FY 2016-2017)

	Overall Holdings at Year End		
	Titles	Call Numbers	Items
2013-14	93,707	153,441	179,027
2014-15	97,155	158,805	185,992
2015-16	96,545	158,101	187,720
2016-17	95,953	157,869	188,426

This is the total number cataloged in Workflows. Titles refer to individual titles. Call Numbers includes multi-volume titles (e.g. an encyclopedia) and a single title with copies at multiple libraries. Items are the total number of individual items in the catalog. The table includes all items in the catalog, including reserves, calculators, electronic books, etc.

	Holdings by Library at Year End								
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	eBooks	Total
2013-14	6	31,929	4,525	71,529	0	25,616	7,895	4,845	146,345
2014-15	5	32,831	4,756	67,913	6	26,183	7,771	6,284	145,749
2015-16	6	32,853	5,198	69,506	7	26,464	7,879	7,575	149,488
2016-17	11	33,174	5,058	70,925	13	26,324	8,031	7,474	151,010

	Item Type by Library at Year End			
	Book	Reference	Video	Total
La Joya	0	11	0	11
Mid-Valley	30033	2504	637	33,174
Nursing	4295	584	179	5,058
Pecan	63712	4646	2567	70,925
Pharr	0	13	0	13
Starr	23582	2208	534	26,324
Tech	6877	876	278	8,031
Total	**128,499**	**10,842**	**4,195**	**143,536**

This table counts only the most numerous item types to provide a representative picture of the materials available to our patrons.

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Library Instruction Pecan Library

Date Range: 9/1/16 – 8/31/17

total responses for *Library Trainer - Pecan*: 184

Key for *Library Trainer - Pecan*

1 =	43	(23%)	Patricia Saenz
2 =	38	(21%)	Maureen Mitchell
3 =	26	(14%)	Sara Martinez
4 =	25	(14%)	Rick Rosales
5 =	25	(14%)	Gabriel Aguilar
6 =	18	(10%)	Angelica Maria Garcia
7 =	9	(5%)	Gina Otvos

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Reference Questions Pecan by the hour

9/1/16 – 8/31/17

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Reserve Charges for Pecan 6,228

Date Range : 9/1/16 – 8/31/17

	Reserve Item Charges by Library							
	La Joya	Mid-Valley	Nursing	Pecan	Pharr	Starr	Tech	Total
September	0	224	111	1,231	0	57	30	**1,653**
October	0	91	51	751	0	57	8	**958**
November	0	52	51	529	0	29	18	**679**
December	0	11	11	314	0	27	2	**365**
January	0	226	53	624	0	22	20	**945**
February	0	92	92	632	0	18	17	**851**
March	0	42	37	376	0	21	6	**482**
April	0	28	56	529	0	23	3	**639**
May	0	10	18	194	0	13	1	**236**
June	0	37	64	415	0	4	0	**520**
July	0	20	29	288	0	42	0	**379**
August	0	54	64	345	0	44	4	**511**
Total	**0**	**887**	**637**	**6,228**	**0**	**357**	**109**	**8,218**

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

	Inter-Library Loans					
	Items received from another library			Items sent to another library		
	Returnable	Non-returnable	**Total**	Returnable	Non-returnable	**Total**
September	37	1	**38**	32	0	**32**
October	45	1	**46**	33	0	**33**
November	48	1	**49**	36	0	**36**
December	26	0	**26**	29	0	**29**
January	41	1	**42**	58	0	**58**
February	48	5	**53**	30	7	**37**
March	56	8	**64**	27	16	**43**
April	34	14	**48**	27	12	**39**
May	33	3	**36**	24	5	**29**
June	41	2	**43**	38	8	**46**
July	35	4	**39**	29	9	**38**
August	34	1	**35**	42	3	**45**
Total	**478**	**41**	**519**	**405**	**60**	**465**

Inter-library lending accounts for transactions between libraries. Returnable items are materials borrowed from other institutions and returned to the lending institution. Non-returnable items are items the lending institution does not wish returned, such as photocopies and faxes.

	Campus-to-Campus Loans					
	Mid-Valley	Nursing	Pecan	Starr	Tech	**Total**
September	15	11	20	49	2	**97**
October	10	10	43	28	4	**95**
November	13	8	57	28	5	**111**
December	2	1	11	7	1	**22**
January	22	6	33	51	9	**121**
February	5	4	31	34	5	**79**
March	8	10	30	23	6	**77**
April	7	5	48	30	5	**95**
May	1	6	13	16	4	**40**
June	8	12	25	20	5	**70**
July	5	17	20	15	9	**66**
August	12	18	19	25	6	**80**
Total	**108**	**108**	**350**	**326**	**61**	**953**

Items lent campus-to-campus are those items that go from one STC campus library to another—for example, the Pecan library lending a book to the Starr Library.

APPENDIX C: USAGE STATISTICS PROVIDED BY STC

Library Programming and Library Art Gallery Events

Table 1. Library Programs and Program Attendance at Pecan Campus Library (FY2015-FY2017)

Fiscal Year	# of Events	Attendance
2014-2015	14	427
2015-2016	15	550
2016-2017	14	794

Table 2. Library Art Gallery Exhibits, Art Talks, and Attendance at Pecan Campus Library (FY 2015 – FY2017)

Fiscal Year	# of Exhibits	# of Art Talks	Attendance
2014-2015	3	2	80
2015-2016	9	5	708
2016-2017	10	13	872

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

LibQUAL+ 2012 - 2016

Adequacy Mean/Superiority Mean		Summary					Students					Faculty			
		2016		2014		2012	2016		2014		2012	2016		2014	2012
		AM	SM	AM	SM	AM	AM	SM	AM	SM	AM	AM	SM	AM	AM
Affect of Service															
AS-1	Employees who instill confidence in users	0.23		0.34		0.31	0.44		0.42		0.33	-0.23		0.07	0.25
AS-2	Giving users individual attention	0.63		0.54		0.34	0.58		0.67	0.09	0.33	1.08		-0.16	0.34
AS-3	Employees who are consistently courteous	0.40		0.29		0.24	0.17		0.38		0.25	1.17	0.33	0.15	0.22
AS-4	Readiness to respond to users' questions	0.23		0.36		0.29	-0.23		0.44		0.29	0.81		0.10	0.33
AS-5	Employees who have the knowledge to answer user questions	0.20		0.47		0.14	-0.08		0.55		0.15	0.55		0.16	0.13
AS-6	Employees who deal with users in a caring fashion	0.46		0.52		0.25	0.38		0.60		0.23	0.76		0.28	0.32
AS-7	Employees who understand the needs of their users	0.40		0.63		0.15	0.41		0.65		0.12	0.41		0.91	0.22
AS-8	Willingness to help users	0.13		0.27		0.27	0.06		0.25		0.26	0.12		0.25	0.32
AS-9	Dependability in handling users' service problems	0.55		0.53		0.25	0.79		0.56		0.26	0.17		0.38	0.24
Information Control															
IC-1	Making electronic resources accessible from my home or office	0.36		0.44		0.29	0.44		0.58	0.04	0.28	0.06		-0.09	0.27
IC-2	A library Web site enabling me to locate information on my own	-0.12		0.36		0.23	0.00		0.40		0.30	-0.14		0.29	-0.03
IC-3	The printed library materials I need for my work	0.43		0.37		0.22	0.39		0.37		0.22	0.67		0.16	0.23
IC-4	The electronic information resources I need	0.54		0.54		0.25	0.50		0.59		0.27	0.77		0.43	0.20
IC-5	Modern equipment that lets me easily access needed information	0.44		0.40		0.24	0.44	0.10	0.53		0.25	0.43		-0.07	0.21
IC-6	Easy-to-use access tools that allow me to find things on my own	0.33		0.63		0.17	0.43		0.70		0.17	0.48		0.70	0.14
IC-7	Making information easily accessible for independent use	0.23		0.41		0.24	0.18		0.42		0.26	0.00		0.45	0.19
IC-8	Print and/or electronic journal collections I require for my work	0.66		0.44		0.18	0.71		0.43		0.22	0.70		0.66	0.12

Note: Black (positive) numbers are adequacy mean (AM) scores between minimum and desired level. Red (negative) AM scores indicate perceived performance below minimum expectation. Green (positive) superiority mean (SM) scores indicate perceived performance above desired expectation.

Adequacy Mean/Superiority Mean		Summary					Students					Faculty			
		2016		2014		2012	2016		2014		2012	2016		2014	2012
		AM	SM	AM	SM	AM	AM	SM	AM	SM	AM	AM	SM	AM	AM
Library as Place															
LP-1	Library space that inspires study and learning	0.25		0.30		0.17	0.32		0.38		0.18	0.13		-0.03	0.17
LP-2	Quiet space for individual activities	0.24		0.01		0.02	0.35		0.16		-0.01	-0.10		-0.68	0.13
LP-3	A comfortable and inviting location	0.06		0.30		0.21	-0.11		0.33		0.17	0.06		0.19	0.34
LP-4	A getaway for study, learning, or research	0.15		0.32		0.12	0.16		0.36		0.14	0.14		-0.06	0.08
LP-5	Community space for group learning and group study	0.27		0.60		0.30	0.13		0.78		0.26	0.65		0.28	0.49
Local Questions Summary															
A center for intellectual stimulation		-0.04					-0.03					0.15			
Access to materials from other libraries (Interlibrary Loan)				0.68	0.07	0.38			0.76	0.14	0.34			0.29	0.45
Getting help from a librarian conveniently and in ways other than face-to-face- e.g., email, texting, chat, telephone		0.49		0.48		0.29	0.37		0.59		0.28	0.47	0.12	0.09	0.35
Helpful online guides & tutorials		0.12					0.30	0.03				-0.23			
Library orientations/instruction sessions		0.35	0.02	0.23		0.29	0.60	0.03	0.32		0.29	-0.18	0.09	0.21	0.30
Making me aware of library resources and services				0.28		0.20			0.30		0.19			0.08	0.22
Reliable mix of technology to help me complete my work		0.23		0.27		0.25	-0.03		0.31		0.23	0.50		0.20	0.35

Note: Black (positive) numbers are adequacy mean (AM) scores between minimum and desired level. Red (negative) AM scores indicate perceived performance below minimum expectation. Green (positive) superiority mean (SM) scores indicate perceived performance above desired expectation.

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

LibQUAL+ 2016

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Distribution by Campus	Total
e-STC	1
Mid-Valley	13
NAH	28
Pecan	97
Starr	12
Tech	10

Topics		e-STC	Mid-Valley	NAH	Pecan	Starr	Tech
Collection is good			1		4		
Collection needs to grow			1	1	3		
Computers needed in quiet area					1		
Environment is good					2		
Environment is too noisy			3	3	11	2	2
Environment is not traditional enough					1		1
Good job overall		1	4	6	34	2	3
Information access is problematic				1	2		
Network access is problematic				1	1	1	
Policy needs to be changed				1			
Service is good			2	9	17	4	2
Service is lacking			1	1	4		
Service should include longer hours				1	3		
Services should include child care					1		
Space is crowded			1	1	3	1	1
Space needs more power outlets				1			
Technology is good					1		
Technology should include color printing					1		
Technology should include larger scanner					1		
Technology should include more computers					3		
Technology should include more efficient printing					1		
Technology should include newer computers						1	
Technology should include study room reservation				1			
Technology should include wireless printing				1			

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Collection is good	Faculty: Full-time	Humanities (English, History, Philosophy, World Languages)	Pecan	31 - 45	I like books.
Collection is good	Faculty: Full-time	Science / Math	Pecan	31 - 45	I'm pretty happy with the services. I'm pleased that the library has been undergoing an effort to carry books and videos that are relevant to me in teaching physical sciences.
Collection is good	Faculty: Full-time	Humanities (English, History, Philosophy, World Languages)	Pecan	31 - 45	The library has several good options for materials which I ask students to use. However, lack of space may hinder the work areas and amount of physical material. I am happy with the electronic sources STC subscribes to.
Collection is good	Faculty: Full-time	Humanities (English, History, Philosophy, World Languages)	Pecan	31 - 45	I think the library is a great place for resources. But, I think more space could be allotted for study rooms or tables.
Collection needs to grow	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	46 - 65	Personally, I think that the personnel working there are very courteous and willing to help. On the other hand, some times it is difficult to find an available pc to work on. I wish you had more on line resources (textbooks).
Collection needs to grow	Faculty: Full-time	Performing & Fine Arts	Pecan	46 - 65	need more Documentaries andBiographies of artists and film on the lives of artists, their concepts processes and materials.
Collection needs to grow	Faculty: Full-time	Business (BCS, Paralegal, Accounting, etc.)	Pecan	31 - 45	The library needs a significant increase in non-technical and technical periodicals/journals for various disciplines. It would be easier if the library had more of these subscriptions online.
Computers needed in quiet area	Student: To obtain an Associates degree	Performing & Fine Arts	Pecan	46 - 65	I do not like the level of noise on the first floor lab area. I know the 2nd floor has a noise-free area but there are not enough computers up there.
Environment is good	Student: Other	Bachelor (BAT/BAS) Programs	Pecan	23 - 30	The extra study tables at the side of the library near the entrance is a very convenient place to study or for group work and is greatly utilized and appreciated.
Environment is good	Student: To take courses necessary for transferring to a 4-year college or university	Health Sciences (Nursing and Allied Health programs)	Pecan	31 - 45	Excellent experiences at the library, it is bright plenty of seats for allotted space. I am a very happy student.
Environment is not traditional enough	Faculty: Full-time	Performing & Fine Arts	Pecan	Over 65	I use the library as much as I can for my classes. I think that the Introduction to the library is an essential learning tool for my students. I do like a more comfortable library - not one that is geared mainly to technology. That is why we have computer rooms adjacent to the library
Environment is too noisy	Student: To obtain an Associates degree	Performing & Fine Arts	Pecan	46 - 65	I do not like the level of noise on the first floor lab area. I know the 2nd floor has a noise-free area but there are not enough computers up there.
Environment is too noisy	Student: To take courses necessary for transferring to a 4-year college or university	Engineering / Computer Science	Pecan	18 - 22	It is a good place to study but sometimes people answer their phones and speak loudly.
Environment is too noisy	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	31 - 45	The rooms that are supposed to be "quiet" never are due to either the staff having conversations with each other or the staff not enforcing the rules of the quiet areas to other students. It is especially bad at the NAH library. I myself NEVER use the STC library quiet rooms to study for this reason and now use the mcallen library quiet room which always is extremely quiet as the individuals in there actually have respect for one another.
Environment is too noisy	Student: To take courses necessary for transferring to a 4-year college or university	Education (Education, Child Development, etc.)	Pecan	23 - 30	libraries are supposed to be quiet and this one you can't even here yourself reading! (dislike) not enough computers to work on!
Environment is too noisy	Student: To take courses necessary for transferring to a 4-year college or university	Education (Education, Child Development, etc.)	Pecan	23 - 30	I enjoy the library, but wish there were more quiet spaces to sit and study, maybe on the second floor.

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Environment is too noisy	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	23 - 30	The unfortunate part about the quiet study area isn't so quiet when it comes to groups they aren't there to study but to laugh out loud in the rooms. It's made to be a place to study and focus and because of that I can't ever study there at STC!
Environment is too noisy	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	18 - 22	people get loud
Environment is too noisy	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	23 - 30	I'm disappointed with our library for two reasons: 1. The quiet zone is not quiet. Everyday I, personally, have to ask people to quiet down as the library attendant/tech. simply lets ongoing conversations(talk that isn't study related) continue.2. As as student I should be able to connect to the school wifi without having someone take my device and input the information. We are adults and should be able to connect to the school wifi. I felt like a child and was treated like I was trying to obtain confidential information. Most of the library techs are more interested in talking to one another than sincerely helping the student that approaches the desk.
Environment is too noisy	Student: Other	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	My computer was not working and went to the Pecan campus and the computer area in the library across the service desk is very loud. There are people using the phone and talking on a conversational voice where every one can hear. This is suppose to help others focus not get distracted and the staff does nothing; there were five individuals there just sitting around. This issue needs to be addressed immediately.
Environment is too noisy	Staff: Administrator/Manager	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	We need more study rooms. The quiet zone upstairs is not so quiet since the employees are talking and laughing it disrupts students learning. Creating study rooms in the first floor. Having a quiet zone that is closed off just like the McAllen public library. Printing is so inefficient having to use a different computer just to print what you just asked the original computer to print. UTPA just keeps track of your allowed printing pages all one one
Environment is too noisy	Student: Other	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	Pecan Library: first floor, no complaints. I usually find what I need. Pay close attention: second floor makes me mad most of the time. people use it as a hang out club. talking on the phone, to friends, or getting rooms to chat with friends, play with tablet or sleep. there is no sense for respect to those that are trying to study or want to study. people walk from one end to the other talking. again, complete disregard for those studying. a mayor flaw is that students go to reserve a room and stay and talk bothering those that are actually studying. also students listen to music so loud it can be heard from one end to the other. some times the first floor is quieter than the second floor. WORKERS on second floor: friends visit on breaks, again disrupting students studying. others watch richard prior, or eddie murphy stand up comedy on computer out loud students can hear the cuss words half way across the room. others take personal phone calls and divulge life story to students half way across the room. one good mention is that there was a worker 2 semesters ago that would actually walk around maintaining place quiet. i wish you had 1 hundred like him working there. I understand there will be some talking but do your job reminding students. maybe I am old, grumpy, and old fashioned; I remember the library being a quiet one and not a hang out place. the tech center library is the same. for those instructors using the rooms to teach a class, or seminar, PLEASE tell them to remind their students to walk quietly in and out of the room. most of the time I feel as if there is a stampede of cow heard moving in and out of class. the place is small to where everything is heard. please try to maintain some quiet. no one cares for the signs placed
Good job overall	Faculty: Part-time	Business (BCS, Paralegal, Accounting, etc.)	Pecan	18 - 22	Good
Good job overall	Student: To take a few job-related courses		Pecan	18 - 22	I like it
Good job overall	Student: To obtain an Associates degree	Other	Pecan	46 - 65	So far, I've only used the Quiet Zone for studying and doing homework. I'm very grateful to have that type of resource available to me. Thank you so much for providing all that you do to help me succeed at STC.

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Good job overall	Student: To take courses necessary for transferring to a 4-year college or university	Humanities (English, History, Philosophy, World Languages)	Pecan	18 - 22	Everything is fine. I am able to find what I need.
Good job overall	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	18 - 22	The library is honestly my favorite place at STC. I am in love with the environment. The staff is really helpful, understanding and even nice. Checking out books has also made it too easy for me this semester to be succesful in my classes. The environment is bright, peaceful, quiet, and relaxing.
Good job overall	Student: To obtain or maintain a certification	Other	Pecan	31 - 45	Keep up the awsome work!!
Good job overall	Student: To complete a vocational/technical program	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	I am satisfied with the service the library offers and it provides the adequate environment to study and finish homework.
Good job overall	Staff: Other staff positions	Health Sciences (Nursing and Allied Health programs)	Pecan	18 - 22	I am very pleased with the campus's library. I go at least twice and a great place to go do my homework and/or relax meanwhile my other class begins.
Good job overall	Student: To take courses necessary for transferring to a 4-year college or university	Engineering / Computer Science	Pecan	18 - 22	Very helpful.
Good job overall	Student: To obtain an Associates degree	Education (Education, Child Development, etc.)	Pecan	23 - 30	the library help me a lot with all my research papers and homeworks. it is very easy to use and people of pecan campus are very friendly and helpful.
Good job overall	Library Staff: Other	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	The library does it best in providing the services and I am very please with that; however, the space is not enough for the students the library service.
Good job overall	Staff: Other staff positions	Bachelor (BAT/BAS) Programs	Pecan	18 - 22	Nice Job!
Good job overall	Student: To take courses necessary for transferring to another 2-year college	Bachelor (BAT/BAS) Programs	Pecan	18 - 22	Very good
Good job overall	Student: To take courses necessary for transferring to another 2-year college	Other	Pecan	18 - 22	The Library is an awesome place to study and has reliable internet for Exam testing. STC library is a great resource that is given to us as students.
Good job overall	Student: To obtain an Associates degree	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	18 - 22	In all the times I have gone to the library, I have left satisfied and happy... The library itself is warm and inviting, you get superb help from the library staff, and you WILL find whatever you may be looking for- whether it be a book, assistance, or a website. No complaints, whatsoever!!!
Good job overall	Student: To take courses necessary for transferring to a 4-year college or university	Education (Education, Child Development, etc.)	Pecan	23 - 30	I enjoy the library, but wish there were more quiet spaces to sit and study, maybe on the second floor.
Good job overall	Student: To obtain an Associates degree	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	23 - 30	great experiences

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Good job overall	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	23 - 30	I like the library, the overall quality is great. I've had an employee be rude but I no longer believe they are still employed. But a great location to access a lot of information and the employees are very helpful.
Good job overall	Student: To take courses necessary for transferring to a 4-year college or university	Education (Education, Child Development, etc.)	Pecan	18 - 22	I absolutely love going to the library when I need a quiet place to study, away from home. I can find any resources that I need and most are free of use.
Good job overall	Student: To take courses necessary for transferring to another 2-year college	Education (Education, Child Development, etc.)	Pecan	46 - 65	Well, is the first place that I use after classes or between class to class...
Good job overall	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	23 - 30	Keep Up The Amazing Work!!!!!!!!!!!
Good job overall	Student: To take courses necessary for transferring to another 2-year college	Education (Education, Child Development, etc.)	Pecan	18 - 22	Love the people, very good environment!
Good job overall	Faculty: Full-time	Education (Education, Child Development, etc.)	Pecan	46 - 65	It is a pleasure to visit the Libraries at the different campuses. Staff are always friendly and very helpful. Keep up the outstanding work!
Good job overall	Faculty: Part-time	Education (Education, Child Development, etc.)	Pecan	46 - 65	Excellent Staff and Services
Good job overall	Staff: Other staff positions	Other	Pecan	46 - 65	I have only gone once to the library since i started working here, i am rating that experience, which was excellent.
Good job overall	Faculty: Full-time	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	46 - 65	You all do a wonderful job!
Good job overall	Faculty: Full-time	Science / Math	Pecan	31 - 45	I'm pretty happy with the services. I'm pleased that the library has been undergoing an effort to carry books and videos that are relevant to me in teaching physical sciences.
Good job overall	Staff: Other staff positions	Bachelor (BAT/BAS) Programs	Pecan	46 - 65	The Library is great for access to complete our studies and look up important information. The staff is great as well. Always kind when anyone enters through the door
Good job overall	Staff: Administrator/Manager	Other	Pecan	46 - 65	Library staff is very professional and responsive to supporting our need to use facilities to inform the student and general public on issues related to our staff function. I appreciate the support of not only the facilities but also materials and equipment needed to do out reach.
Good job overall	Faculty: Full-time	Engineering / Computer Science	Pecan	46 - 65	Thank you Staff.
Good job overall	Faculty: Full-time	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	46 - 65	I'm very happy to use our fine library. Keep up the good work colleagues.

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Good job overall	Faculty: Full-time	Humanities (English, History, Philosophy, World Languages)	Pecan	Over 65	I love so many things about our library. However, I despair that so few of our students who are parents read to their children, (and were read to as children), thus making most of our students (or at least HALF of the students I have in my classes) ILLITERATE in two languages. This makes it VERY HARD to teach them Philosophy, or expect them to be able to READ. I know the work you do is like swimming upstream, as is ours as faculty here. But the great thing is that we CONTINUE, and have dedicated professionals like you working WITH us, hosting great things at the Rainbow Room, and hosting the family reading at the Mid-Valley Campus, which I would LOVE to be invited to help with! Anyhow, keep up your
Good job overall	Faculty: Full-time	Other	Pecan	31 - 45	Overall the atmosphere in the library and labs is great, staff know what they do.
Good job overall	Library Staff: Public Services	Education (Education, Child Development, etc.)	Pecan	46 - 65	Great, can't wait for the new library.
Information access is problematic	Student: To obtain an Associates degree	Engineering / Computer Science	Pecan	23 - 30	The services are great, a more simplified search engine for library info sources would be great
Information access is problematic	Student: To obtain an Associates degree	Engineering / Computer Science	Pecan	23 - 30	The services are great, a more simplified search engine for library info sources would be great
n/a	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	23 - 30	N/A
n/a	Student: Other	Other	Pecan	31 - 45	Excessively expensive. Books are often found at a much better rent/selling price using other websites like chegg or amazon.
n/a	Student: To obtain an Associates degree	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	46 - 65	None
Network access is problematic	Student: To obtain an Associates degree	Science / Math	Pecan	31 - 45	sometimes I cant get wifi for my personal device
Service is good	Student: To obtain an Associates degree	Business (BCS, Paralegal, Accounting, etc.)	Pecan	23 - 30	I have used the library services in Mid-Valley and Pecan campuses. Both are very courteous and helpful.
Service is good	Student: To obtain an Associates degree	Other	Pecan	18 - 22	Great help
Service is good	Faculty: Part-time	Other	Pecan	18 - 22	Amazing, always sweet with open arm and smile!
Service is good	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	46 - 65	Personally, I think that the personnel working there are very courteous and willing to help. On the other hand, some times it is difficult to find an available pc to work on. I wish you had more on line resources (textbooks).
Service is good	Student: To obtain an Associates degree	Business (BCS, Paralegal, Accounting, etc.)	Pecan	46 - 65	really helpful people
Service is good	Student: To take courses necessary for transferring to a 4-year college or university	Bachelor (BAT/BAS) Programs	Pecan	23 - 30	good service, good employees

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Service is good	Student: To take courses necessary for transferring to a 4-year college or university	Health Sciences (Nursing and Allied Health programs)	Pecan	18 - 22	I love how the employees handle a child who is crying. I almost expected them to request the mother I saw with her child to leave, but instead they tried to help her calm her child by giving her a picture to color.
Service is good	Staff: Other staff positions	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	46 - 65	Your library staff are friendly and knowledgeable. I know I will receive help every time I go there.
Service is good	Faculty: Part-time	Business (BCS, Paralegal, Accounting, etc.)	Pecan	18 - 22	Excellent staff to help out students.
Service is good	Staff: Other staff positions	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	31 - 45	Great services, not only for students but for staff as well.
Service is good	Staff: Other staff positions	Communications	Pecan	46 - 65	Excellent job helping me find information.
Service is good	Staff: Other staff positions	Other	Pecan	46 - 65	I love the library and the staff. They are very help and willing to assist student and staff in need.
Service is good	Staff: Administrator/Manager	Other	Pecan	31 - 45	I do not utilize library resources frequently however, the few times that I have the staff have been great.
Service is good	Faculty: Full-time	Performing & Fine Arts	Pecan	Over 65	I use the library as much as I can for my classes. I think that the Introduction to the library is an essential learning tool for my students. I do like a more comfortable library - not one that is geared mainly to technology. That is why we have computer rooms adjacent to the library
Service is good	Faculty: Full-time	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	46 - 65	Excellent response time to meet needs
Service is good	Faculty: Full-time	Performing & Fine Arts	Pecan	46 - 65	Gina is very helpful to the art department faculty and students.
Service is good	Staff: Other staff positions	Other	Pecan	31 - 45	I am extremely satisfied with all of the resources and great customer service provided by library staff.
Service is lacking	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	23 - 30	I'm disappointed with our library for two reasons: 1. The quiet zone is not quiet. Everyday I, personally, have to ask people to quiet down as the library attendant/tech. simply lets ongoing conversations(talk that isn't study related) continue.2. As as student I should be able to connect to the school wifi without having someone take my device and input the information. We are adults and should be able to connect to the school wifi. I felt like a child and was treated like I was trying to obtain confidential information. Most of the library techs are more interested in talking to one another than sincerely helping the student that approaches the desk.
Service is lacking	Student: To take courses necessary for transferring to a 4-year college or university	Health Sciences (Nursing and Allied Health programs)	Pecan	46 - 65	The tutors at the library do NOT know anything about College Algebra and they only allow you to stay 30 minutes and that is usually how long 1 problem takes for them to try to solve the problem. We already pay for these services in out tuition and they are always rushing you.
Service is lacking	Faculty: Full-time	Education (Education, Child Development, etc.)	Pecan	46 - 65	Staff needs to be trained in basic manners of communicating via telephone etiquette (speaking slowly, identifying themselves, etc), and they need to be more courteous. Also, please have them refrain from eating behind the desk as they often do upstairs at reception! Looks very unprofessional!
Service is lacking	Staff: Other staff positions	Engineering / Computer Science	Pecan	31 - 45	When closing or about to close the library, I find it disrespectful when they turn off some of the lights so that students start leaving.

APPENDIX D: LIBQUAL DATA PROVIDED BY STC

Topic	User Group	Discipline	Branch	Age	Comments
Service should include longer hours	Student: To take a few courses for self-improvement	Bachelor (BAT/BAS) Programs	Pecan	23 - 30	Need to be open more hours I Saturday and Sunday's. The open lab needs yo be open and not the internet cafe. The library needs to be open just like the UTRGV library.
Service should include longer hours	Student: To take courses necessary for transferring to a 4-year college or university	Engineering / Computer Science	Pecan	18 - 22	Library hours should be at least extended drastically. From Monday to Friday 7:00 am to 2:00 am. Saturday and Sunday 10:00 am to 11:00 pm. I would prefer a library opened 24 hours, but I would be content with that.
Service should include longer hours	Faculty: Full-time	Social Sciences (Political Science, Public Administration, Psychology, Sociology, Criminal Justice, Social Work)	Pecan	31 - 45	Great start with the environmental changes. However, since classes start at 7am there needs to be a lab open and available to RESERVE at 7am. They are discriminated because of the time the class starts.
Services should include child care	Student: Other	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	You need on site child care
Space is crowded	Library Staff: Other	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	The library does it best in providing the services and I am very please with that; however, the space is not enough for the students the library service.
Space is crowded	Faculty: Full-time	Humanities (English, History, Philosophy, World Languages)	Pecan	31 - 45	The library has several good options for materials which I ask students to use. However, lack of space may hinder the work areas and amount of physical material. I am happy with the electronic sources STC subscribes to.
Space is crowded	Faculty: Full-time	Humanities (English, History, Philosophy, World Languages)	Pecan	31 - 45	I think the library is a great place for resources. But, I think more space could be allotted for study rooms or tables.
Technology is good	Library Staff: Public Services	Undecided	Pecan	46 - 65	I am so happy that the library has new Technology Updates. These updates will help our library tremendously to better serve our community, staff, faculty and students.
Technology should include color printing	Student: To obtain an Associates degree	Communications	Pecan	23 - 30	Please allow color printing. We pay all lot of fees we deserve color printing. Color printing should not just be for staff, but for the students too.
Technology should include larger scanner	Student: To obtain or maintain a certification		Pecan	23 - 30	Larger scanner for the Photoshop computer in lab
Technology should include more computers	Student: To obtain an Associates degree	Health Sciences (Nursing and Allied Health programs)	Pecan	46 - 65	Personally, I think that the personnel working there are very courteous and willing to help. On the other hand, some times it is difficult to find an available pc to work on. I wish you had more on line resources (textbooks).
Technology should include more computers	Student: To take courses necessary for transferring to a 4-year college or university	Education (Education, Child Development, etc.)	Pecan	23 - 30	libraries are supposed to be quiet and this one you can't even here yourself reading! (dislike) not enough computers to work on!
Technology should include more computers	Student: To obtain an Associates degree	Science / Math	Pecan	Under 18	There needs to be more computers available in the rainbow room.
Technology should include more efficient printing	Staff: Administrator/Manager	Bachelor (BAT/BAS) Programs	Pecan	31 - 45	We need more study rooms. The quiet zone upstairs is not so quiet since the employees are talking and laughing it disrupts students learning. Creating study rooms in the first floor. Having a quiet zone that is closed off just like the McAllen public library. Printing is so inefficient having to use a different computer just to print what you just asked the original computer to print. UTPA just keeps track of your allowed printing pages all one one

APPENDIX E: 2014 "MY IDEAL LIBRARY" COMMENTS PROVIDED BY STC

1. More books
2. More books
3. More books and material available for research
4. Better books
5. Soundproof study rooms
6. Study areas for individuals and groups
7. Comfortable chairs
8. Living room area
9. More computers
10. More computers
11. More apple computers
12. Snack Bar
13. Snack Bar
14. Coffee shop
15. Snacks
16. Coffee shop
17. Food Court
18. Coffee/Starbucks
19. Snacks
20. Snack room
21. Coffee shop
22. Soft music in the background
23. Motivational Quotes
24. More Color
25. Color