



LibQUAL+[®]
2021 Survey

Universidad de Monterrey

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2021 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

LibQUAL+ is a tool that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The protocol is a rigorously tested web-based survey that helps libraries assess and improve library services, change organizational culture, and market the library. The survey instrument measures library users' minimum, perceived, and desired service levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. The goals of LibQUAL+ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

LibQUAL+ was initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 Association of Research Libraries member institutions under the leadership of Fred Heath and Colleen Cook, then both at Texas A&M University Libraries, and Martha Kyriolidou, former senior director of statistics and service quality programs at ARL. This effort was supported in part by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. Through 2020, there have been 3,275 institutional surveys implemented across 1,341 institutions in 35 countries, 19 language translations, and over 2.9 million respondents. About 38% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2 Web Access to Data

Data summaries from the 2021 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

<<http://www.libqual.org/repository>>

1.3 Interpreting Your Data

Means

The mean of a collection of numbers is their arithmetic average, computed by adding them up and dividing by their total number.

In this notebook, means are provided for users' minimum, desired, and perceived levels of service quality for each item on the LibQUAL+ survey. Means are also provided for the general satisfaction and information literacy outcomes questions.

Standard Deviation

Standard deviation (SD) is a measure of the spread of data around their mean. The standard deviation depends on calculating the average distance of each score from the mean. If all users rated an item identically, the SD would be zero. Larger SDs indicate more disparate opinions of the users about library service quality.

Service Adequacy

The service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service adequacy is an indicator of the extent to which you are meeting the minimum expectations of your users. A negative service adequacy gap score indicates that your users' perceived level of service quality is below their minimum level of service quality and is printed in red.

Service Superiority

The service superiority gap score is calculated by subtracting the desired score from the perceived score on any given question, for each user. Both means and standard deviations are provided for service superiority gap scores on each item of the survey, as well as for each of the three dimensions of library service quality. In general, service superiority is an indicator of the extent to which you are exceeding the desired expectations of your users. A positive service superiority gap score indicates that your users' perceived level of service quality is above their desired level of service quality and is printed in green.

Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Radar charts are useful when you want to look at several different factors all related to one item. Sometimes called "spider charts" or "polar charts," radar charts feature multiple axes or spokes along which data can be plotted. Variations in the data are shown by distance from the center of the chart. Lines connect the data points for each series, forming a spiral around the center.

In the case of the LibQUAL+ survey results, each axis represents a different survey question. Questions are identified by a code at the end of each axis. The three dimensions measured by the survey are grouped together on the radar charts, and each dimension is labeled: Affect of Service (AS), Information Control (IC), and Library as Place (LP).

Radar charts are used in this notebook to present the item summaries (the results from the 22 core survey questions).

How to read a radar chart

Radar charts are an effective way to show strengths and weaknesses graphically by enabling you to observe symmetry or uniformity of data. Points close to the center indicate a low value, while points near the edge indicate a high value. When interpreting a radar chart, it is important to check each individual axis as well as the chart's overall shape in order to gain a complete understanding of its meaning. You can see how much data fluctuates by observing whether the spiral is smooth or has spikes of variability.

Respondents' minimum, desired, and perceived levels of service quality are plotted on each axis of your LibQUAL+ radar charts. The resulting gaps between the three levels are shaded in blue, yellow, green, and red. Generally, a radar graph shaded blue and yellow indicates that users' perceptions of service fall within the "zone of tolerance"; the distance between minimum expectations and perceptions of service quality is shaded in blue, and the distance between their desired and perceived levels of service quality is shown in yellow. When users' perceptions fall outside the "zone of tolerance," the graph will include areas of red and green shading. If the distance between users' minimum expectations and perceptions of service delivery is represented in red, that indicates a negative service adequacy gap score. If the distance between the desired level of service and perceptions of service delivery is represented in green, that indicates a positive service superiority gap score.

Note: Sections with charts and tables are omitted from the following pages when there are three or fewer individuals in a specific group.

Data Screening

In compiling the summary data reported here, several criteria were used to determine which responses to include in the analyses.

1. **Complete Data.** In order to submit the survey successfully, users must provide a rating of (a) minimally-acceptable service, (b) desired service, and (c) perceived service or rate the item "not applicable" ("N/A"). If these conditions are not met, when the user attempts to submit the questionnaire, the software shows the user where missing data are located and requests complete data. The user may of course abandon the survey without completing all the items. *Only records with complete data on the presented core items and where respondents chose a user group were retained in summary statistics.*
2. **"N/A" Responses.** Because some institutions provide incentive prizes for completing the survey, some users might select "N/A" choices for all or most of the items rather than reporting their actual perceptions. Or, some users may have views on such a narrow range of quality issues that their data are not very informative. *Records of the long version of the survey containing more than 11 "N/A" responses and records of the Lite version containing more than 4 "N/A" responses are eliminated from the summary statistics.*
3. **Inconsistent Responses.** One appealing feature of a gap measurement model is that the rating format provides a check for inconsistencies (i.e., score inversions) in the response data (Thompson, Cook & Heath, 2000). Logically, on a given item the "minimum" rating should not be higher than the "desired" rating on the same item. *Records of the long version of the survey containing more than 9 logical inconsistencies and records of the Lite version containing more than 3 logical inconsistencies were eliminated from the summary statistics.*

LibQUAL+ Analytics

LibQUAL+ Analytics is a tool that permits participants to dynamically create institution-specific tables and charts for different subgroups and across years. Participants can refine the data by selecting specific years, user groups, and disciplines; view and save the selection in various tables and charts; and download their datasets for further manipulation in their preferred software. As a benefit of registration, libraries have access to their own data in LibQUAL+ Analytics, as well as to the data for other institutions participating in the same year. Expanded access to LibQUAL+ data, encompassing all libraries in all years from 2000 to the present, is available for an additional fee through a LibQUAL+ membership subscription.

LibQUAL+ Norms

LibQUAL+ norms are available in the appendix of the following conference paper:

<http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf>

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1.4 Library Statistics for Universidad de Monterrey

The statistical data below were provided by the participating institution in the online Representativeness* section. Definitions for these items can be found in the *ARL Statistics*: <<http://www.arl.org/stats/>>.

Note: Participating institutions were not required to complete the Representativeness section. When statistical data is missing or incomplete, it is because this data was not provided.

Total library expenditures (in U.S. \$):	\$0
Personnel - professional staff, FTE:	0
Personnel - support staff, FTE:	0
Total library materials expenditures (in U.S. \$):	0
Total salaries and wages for professional staff (in U.S. \$):	0

1.5 Contact Information for Universidad de Monterrey

The person below served as the institution's primary LibQUAL+® liaison during this survey implementation.

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1.6 Survey Protocol and Language for Universidad de Monterrey

The data below indicate the number of valid surveys collected by language and long/Lite breakdowns.

		Long	Lite	Total (by Language)
English (American)	Count <i>% of Protocol</i> <i>% of Language</i> <i>% of Total Cases</i>	9 8.26% 37.50% 1.58	15 3.27% 62.50% 2.64	24 4.23% 100.00% 4.23
Spanish	Count <i>% of Protocol</i> <i>% of Language</i> <i>% of Total Cases</i>	100 91.74% 18.38% 17.61	444 96.73% 81.62% 78.17	544 95.77% 100.00% 95.77
Total (by Survey Protocol)	Count <i>% of Protocol</i> <i>% of Language</i> <i>% of Total Cases</i>	109 100.00% 19.19% 19.19	459 100.00% 80.81% 80.81	568 100.00% 100.00% 100.00

2 Demographic Summary for Universidad de Monterrey

2.1 Respondents by User Group

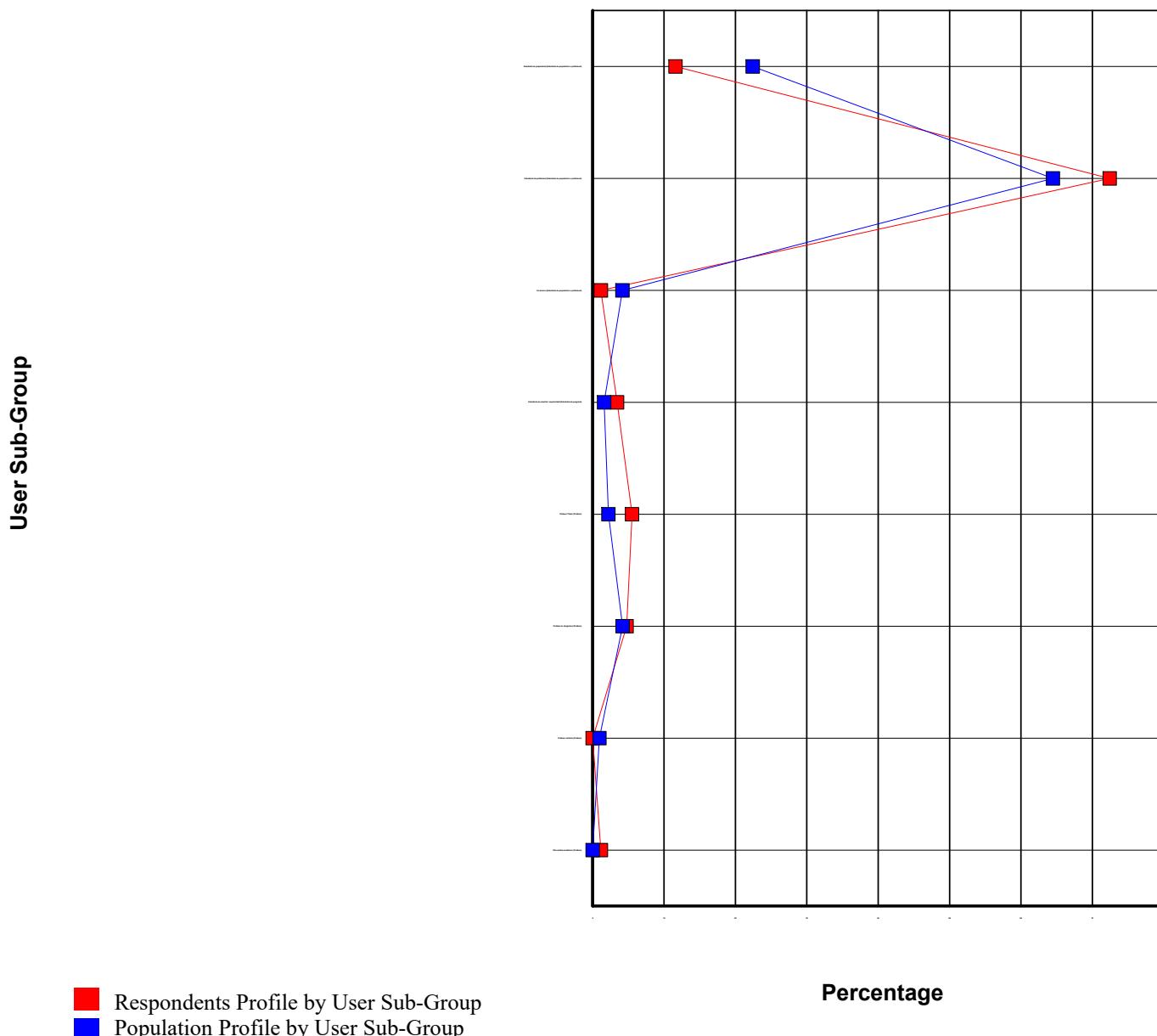
User Group		Respondent n	Respondent %
Estudiante de preparatoria o profesional			
Estudiante de preparatoria		61	10.74%
Estudiante de profesional		381	67.08%
Ex alumno		6	1.06%
Sub Total:		448	78.87%
Estudiante de posgrado			
Estudiante de maestría / especialidad		18	3.17%
Sub Total:		18	3.17%
Profesor			
Profesor Titular		29	5.11%
Profesor de Asignatura		25	4.40%
Profesor visitante		0	0.00%
Otro estatus académico		6	1.06%
Sub Total:		60	10.56%
Personal de biblioteca			
Colaborador de biblioteca		6	1.06%
Sub Total:		6	1.06%
Colaborador UDEM			
Investigador		6	1.06%
Otros puestos		30	5.28%
Sub Total:		36	6.34%
Total:		568	100.00%

2.2 Population and Respondents by User Sub-Group

The chart and table below show a breakdown of survey respondents by sub-group (e.g. First year, Masters, Professor), based on user responses to the demographic questions at the end of the survey instrument and the demographic data provided by institutions in the online Representativeness section*.

The chart maps the percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user sub-group for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



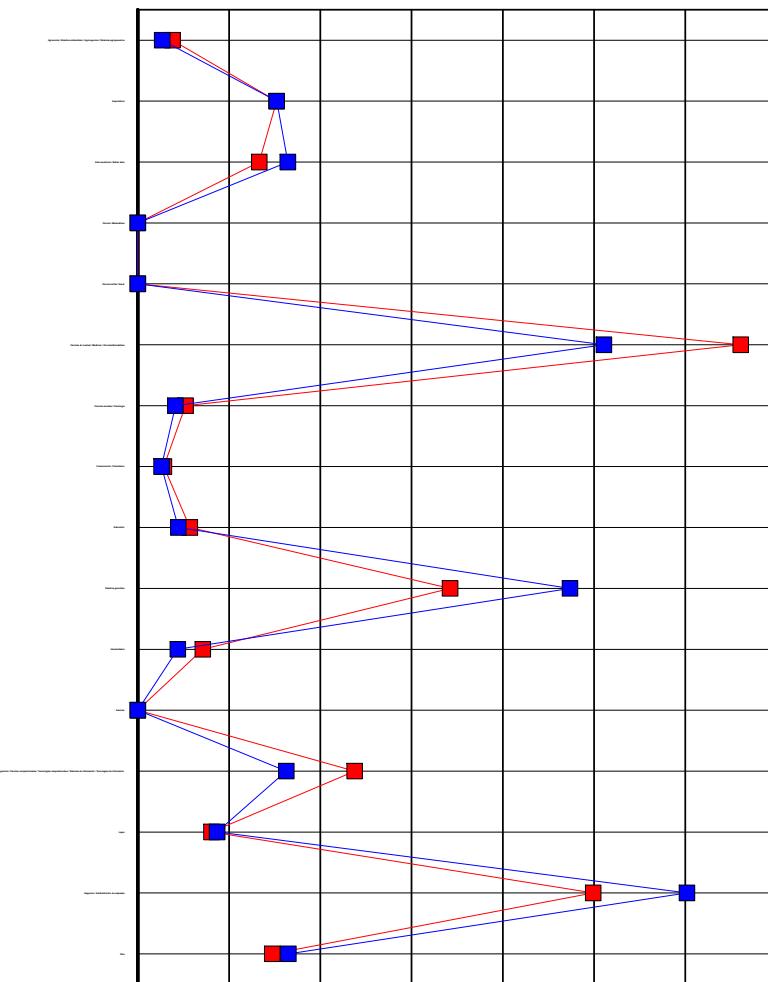
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
Estudiante de preparatoria (Estudiante de preparatoria o profesional)	3,836	22.42	61	11.60	10.82
Estudiante de profesional (Estudiante de preparatoria o profesional)	11,033	64.48	381	72.43	-7.95
Ex alumno (Estudiante de preparatoria o profesional)	713	4.17	6	1.14	3.03
Estudiante de maestría / especialidad (Estudiante de posgrado)	274	1.60	18	3.42	-1.82
Profesor Titular (Profesor)	377	2.20	29	5.51	-3.31
Profesor de Asignatura (Profesor)	716	4.18	25	4.75	-0.57
Profesor visitante (Profesor)	162	0.95	0	0.00	0.95
Otro estatus académico (Profesor)	0	0.00	6	1.14	-1.14
Total:	17,111	100.00	526	100.00	0.00

2.3 Population and Respondents by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the LibQUAL+ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).

**Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.*



█ Respondent Profile by Discipline
█ Population Profile by Discipline

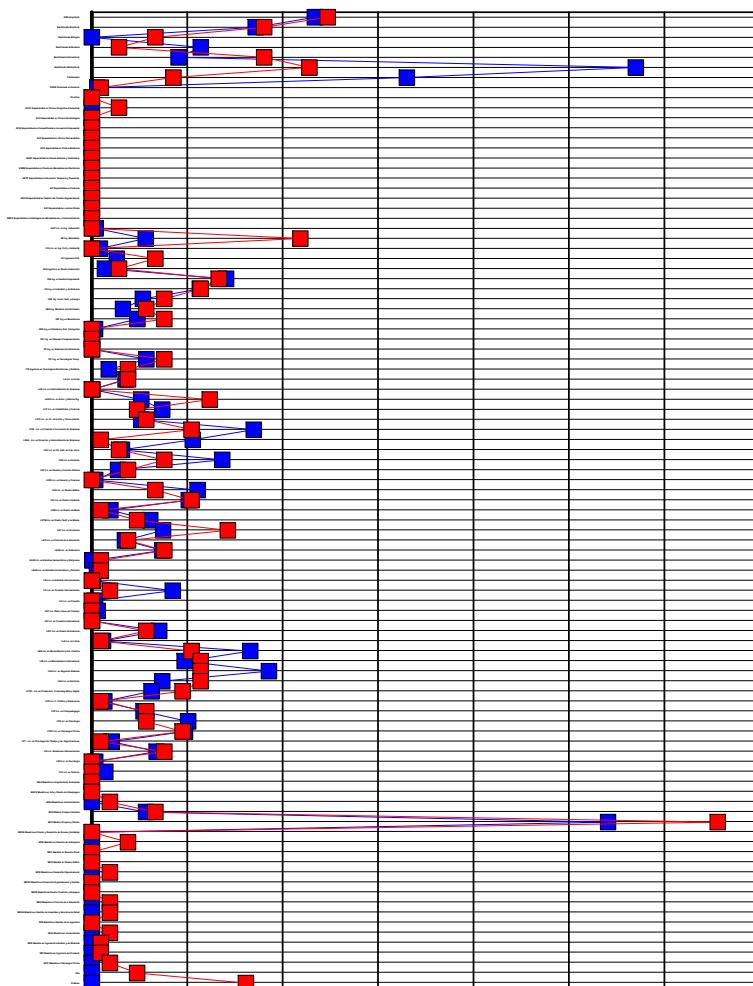
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	159	1.07	8	1.52	-0.45
Arquitectura	904	6.09	32	6.08	0.01
Artes escénicas / Bellas artes	976	6.58	28	5.32	1.25
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	3,033	20.44	139	26.43	-5.99
Ciencias sociales / Psicología	245	1.65	11	2.09	-0.44
Comunicación / Periodismo	154	1.04	6	1.14	-0.10
Educación	264	1.78	12	2.28	-0.50
Estudios generales	2,812	18.95	72	13.69	5.26
Humanidades	260	1.75	15	2.85	-1.10
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	966	6.51	50	9.51	-3.00
Leyes	516	3.48	17	3.23	0.24
Negocios / Administración de empresas	3,573	24.07	105	19.96	4.11
Otra	980	6.60	31	5.89	0.71
Total:	14,842	100.00	526	100.00	0.00

2.4 Population and Respondents by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.



- █ Respondents Profile by User Sub-Group
- █ Population Profile by User Sub-Group

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	694	4.68	26	4.94	-0.27
Bachillerato Bicultural	510	3.44	19	3.61	-0.18
Bachillerato Bilingüe	0	0.00	7	1.33	-1.33
Bachillerato Enfermería	339	2.28	3	0.57	1.71
Bachillerato Internacional	270	1.82	19	3.61	-1.79
Bachillerato Multicultural	1,693	11.41	24	4.56	6.84
Colaborador	980	6.60	9	1.71	4.89
DDER Doctorado en Derecho	17	0.11	1	0.19	-0.08
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Congnitivo-Conductual	0	0.00	3	0.57	-0.57
ECG Especialidad en Clínica Gerontológica	0	0.00	0	0.00	0.00
ECIE Especialidad en Competitividad e Innovación Empresarial	0	0.00	0	0.00	0.00
ECP Especialidad en Clínica Psicoanalítica	0	0.00	0	0.00	0.00
ECS Especialidad en Clínica Sistémica	0	0.00	0	0.00	0.00
EDEP Especialidad en Diseño Editorial y Publicitario	0	0.00	0	0.00	0.00
EDME Especialidad en Diseño de Mercadotecnia Electrónica	0	0.00	0	0.00	0.00
EETP Especialidad en Educación Temprana y Preescolar	0	0.00	0	0.00	0.00
EFI Especialidad en Finanzas	0	0.00	0	0.00	0.00
EGCO Especialidad en Gestión del Cambio Organizacional	0	0.00	0	0.00	0.00
EJO Especialidad en Juicios Orales	0	0.00	0	0.00	0.00
EMCO Especialidad en Estrategias de Mercadotecnia y Comercialización	0	0.00	0	0.00	0.00
IAUT Lic. en Ing. Automotriz	12	0.08	0	0.00	0.08
IBI Ing. Biomédico	168	1.13	23	4.37	-3.24
ICA Lic. en Ing. Civil y Ambiental	25	0.17	0	0.00	0.17
ICI Ingeniero Civil	78	0.53	7	1.33	-0.81
IDA Ingeniero en Diseño Automotriz	41	0.28	3	0.57	-0.29
IGE Ing. en Gestión Empresarial	418	2.82	14	2.66	0.15
IIS Ing. en Industrial y de Sistemas	336	2.26	12	2.28	-0.02
IISE Ing. Innov. Sust. y Energía	159	1.07	8	1.52	-0.45
IMA Ing. Mecánico Administrador	97	0.65	6	1.14	-0.49
IMT Ing. en Mecatrónica	142	0.96	8	1.52	-0.56
IRSI Ing. en Robótica y Sist. Inteligentes	10	0.07	0	0.00	0.07
ISC Ing. en Sistemas Computacionales	1	0.01	0	0.00	0.01

ISI Ing. en Sistemas de Información	1	0.01	0	0.00	0.01
ITC Ing. en Tecnologías Comp.	170	1.15	8	1.52	-0.38
ITR Ingeniero en Tecnologías Electrónicas y Robótica	53	0.36	4	0.76	-0.40
LA Lic. en Artes	105	0.71	4	0.76	-0.05
LAE Lic. en Administración de Empresas	2	0.01	0	0.00	0.01
LAED Lic. en Anim. y Efectos Dig.	154	1.04	13	2.47	-1.43
LCF Lic. en Contabilidad y Finanzas	219	1.48	5	0.95	0.52
LCIC Lic. en Cs. de la Info. y Comunicación	154	1.04	6	1.14	-0.10
LCIE - Lic. en Creación e Innovación de Empresas	504	3.40	11	2.09	1.30
LDAE - Lic. en Dirección y Administración de Empresas	314	2.12	1	0.19	1.93
LDC Lic. en Dir. Estr. de Cap. Hum.	94	0.63	3	0.57	0.06
LDE Lic. en Derecho	406	2.74	8	1.52	1.21
LDF Lic. en Derecho y Función Pública	82	0.55	4	0.76	-0.21
LDFN Lic. en Derecho y Finanzas	11	0.07	0	0.00	0.07
LDG Lic. en Diseño Gráfico	329	2.22	7	1.33	0.89
LDI Lic. en Diseño Industrial	302	2.03	11	2.09	-0.06
LDM Lic. en Diseño de Moda	58	0.39	1	0.19	0.20
LDTM Lic. en Diseño Textil y de Modas	182	1.23	5	0.95	0.28
LEC Lic. en Economía	222	1.50	15	2.85	-1.36
LED Lic. en Ciencias de la Educación	103	0.69	4	0.76	-0.07
LEEN Lic. en Enfermería	219	1.48	8	1.52	-0.05
LEHR Lic. en Estudios Humanísticos y Religiosos	2	0.01	1	0.19	-0.18
LEHS Lic. en Estudios Humanísticos y Sociales	16	0.11	1	0.19	-0.08
LEI Lic. en Estudios Internacionales	4	0.03	0	0.00	0.03
LFI Lic. en Finanzas Internacionales	252	1.70	2	0.38	1.32
LFL Lic. en Filosofía	10	0.07	0	0.00	0.07
LGIT Lic. Gest e Innov del Turismo	18	0.12	0	0.00	0.12
LIN Lic. en Comercio Internacional	1	0.01	0	0.00	0.01
LINT Lic. en Diseño de Interiores	210	1.41	6	1.14	0.27
LLE Lic. en Letras	35	0.24	1	0.19	0.05
LME Lic. en Mercadotecnia y Est. Creativa	493	3.32	11	2.09	1.23
LMI Lic. en Mercadotecnia Internacional	289	1.95	12	2.28	-0.33
LNG Lic. en Negocios Globales	551	3.71	12	2.28	1.43
LNU Lic. en Nutrición	219	1.48	12	2.28	-0.81
LPCD - Lic. en Producción Cinematográfica y Digital	186	1.25	10	1.90	-0.65
LPG Lic. C. Política y Gobernanza	39	0.26	1	0.19	0.07
LPP Lic. en Psicopedagogía	161	1.08	6	1.14	-0.06

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff, Staff)

LPS Lic. en Psicología	300	2.02	6	1.14	0.88
LPSC Lic. en Psicología Clínica	290	1.95	10	1.90	0.05
LPT - Lic. en Psicología del Trabajo y las Organizaciones	62	0.42	1	0.19	0.23
LRI Lic. Relaciones Internacionales	202	1.36	8	1.52	-0.16
LSO Lic. en Sociología	11	0.07	0	0.00	0.07
LTU Lic. en Turismo	42	0.28	0	0.00	0.28
MAA Maestría en Arquitecturas Avanzadas	0	0.00	0	0.00	0.00
MADV Maestría en Arte y Diseño de Videojuegos	0	0.00	0	0.00	0.00
MBA Maestría en Administración	0	0.00	2	0.38	-0.38
MCD Médico Cirujano Dentista	169	1.14	7	1.33	-0.19
MCP Médico Cirujano y Partero	1,606	10.82	69	13.12	-2.30
MDDE Maestría en Diseño y Desarrollo de Envase y Embalaje	0	0.00	0	0.00	0.00
MDE Maestría en Derecho de la Empresa	0	0.00	4	0.76	-0.76
MDF Maestría en Derecho Fiscal	0	0.00	0	0.00	0.00
MDG Maestría en Diseño Gráfico	0	0.00	0	0.00	0.00
MDO Maestría en Desarrollo Organizacional	0	0.00	2	0.38	-0.38
MDOC Maestría en Desarrollo Organizacional y Cambio	0	0.00	0	0.00	0.00
MDPE Maestría de Diseño, Producto y Empaque	0	0.00	0	0.00	0.00
MED Maestría en Ciencias de la Educación	0	0.00	2	0.38	-0.38
MGHS Maestría en Gestión de Hospitales y Servicios de Salud	0	0.00	2	0.38	-0.38
MGI Maestría en Gestión de la Ingeniería	0	0.00	0	0.00	0.00
MHU Maestría en Humanidades	0	0.00	2	0.38	-0.38
MIIS Maestría en Ingeniería Industrial y de Sistemas	0	0.00	1	0.19	-0.19
MIP Maestría en Ingeniería del Producto	0	0.00	1	0.19	-0.19
MPC Maestría en Psicología Clínica	0	0.00	2	0.38	-0.38
Otra	0	0.00	5	0.95	-0.95
Profesor	0	0.00	17	3.23	-3.23
Total:	14,842	100.00	526	100.00	0.00

2.5 Respondent Profile by Género:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Género:	Population N	Population %	Respondents n	Respondents %
Femenino	9,185	60.71	382	68.46
Masculino	5,944	39.29	176	31.54
Total:	15,129	100.00	558	100.00

2.6 Respondent Profile by Edad:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Edad:	Respondents n	Respondents %
18 - 22	330	58.72
23 - 30	77	13.70
31 - 45	41	7.30
46 - 65	47	8.36
Más de 65	4	0.71
Menos de 18	63	11.21
Total:	562	100.00

2.7 Respondent Profile by Answer to the Question: La biblioteca que utiliza más a menudo:

La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	384	68.82
DEIS Muguerza Conchita	4	0.72
DEIS Muguerza Obispado	1	0.18
Escuela de Enfermería	9	1.61
Otro	42	7.53
Unidad Fundadores	16	2.87
Unidad Obispado	9	1.61
Unidad San Pedro	71	12.72
Unidad Valle Alto	22	3.94
Total:	558	100.00

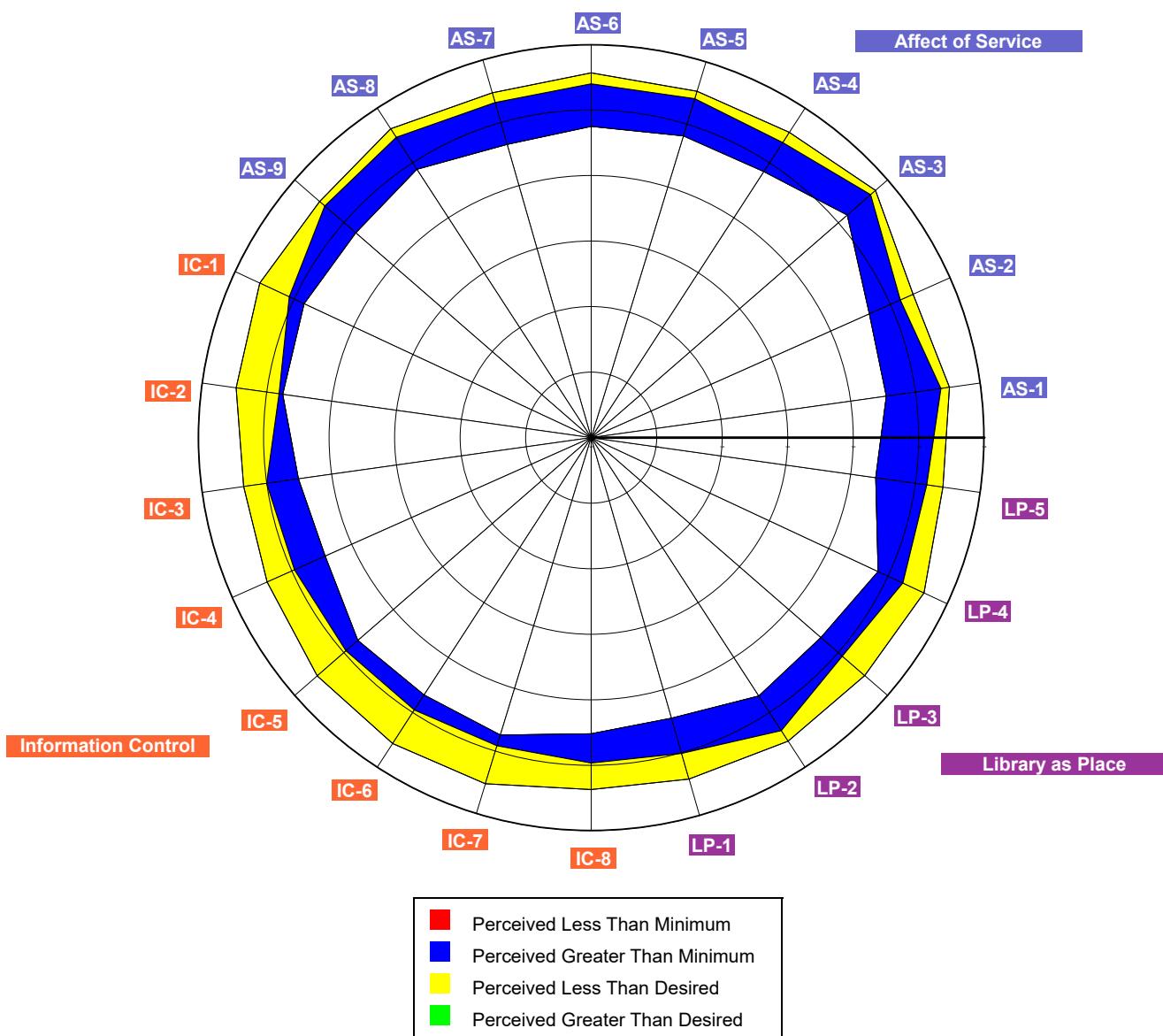
3. Survey Item Summary for Universidad de Monterrey

3.1 Core Questions Summary

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.55	8.52	8.39	0.84	-0.13	191
AS-2	Dar a los usuarios atención individual	7.65	8.38	8.17	0.52	-0.21	216
AS-3	Empleados con un trato consistentemente cortés	8.18	8.75	8.65	0.47	-0.10	217
AS-4	Disposición para responder preguntas de los usuarios	7.84	8.56	8.37	0.53	-0.19	227
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.82	8.53	8.41	0.59	-0.12	224
AS-6	Empleados que se preocupan por atender a los usuarios	7.75	8.57	8.40	0.65	-0.17	547
AS-7	Empleados que entienden las necesidades de sus usuarios	7.66	8.48	8.32	0.67	-0.15	221
AS-8	Disposición para ayudar a los usuarios	7.88	8.62	8.46	0.58	-0.15	226
AS-9	Manejo confiable de problemas de servicio al usuario	7.76	8.49	8.39	0.63	-0.10	195
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.84	8.58	8.09	0.25	-0.50	220
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.76	8.47	7.81	0.06	-0.66	233
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.51	8.36	8.00	0.49	-0.35	205
IC-4	Los recursos electrónicos de información que necesito	7.44	8.41	7.96	0.51	-0.46	551
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.72	8.54	7.96	0.24	-0.58	242
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.68	8.57	7.96	0.27	-0.61	246
IC-7	Hacer la información fácilmente accesible para uso independiente	7.75	8.52	7.92	0.17	-0.60	232
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.52	8.37	7.97	0.45	-0.40	206
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.45	8.42	8.01	0.56	-0.41	521
LP-2	Espacio silencioso para actividades individuales	7.70	8.52	8.33	0.63	-0.19	194
LP-3	Un sitio cómodo y acogedor	7.65	8.53	8.08	0.43	-0.45	206
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.83	8.61	8.25	0.42	-0.36	211
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.39	8.42	8.18	0.79	-0.25	194
Overall:		7.63	8.49	8.13	0.50	-0.36	562

Language: English (American), Spanish

Institution Type: College or University

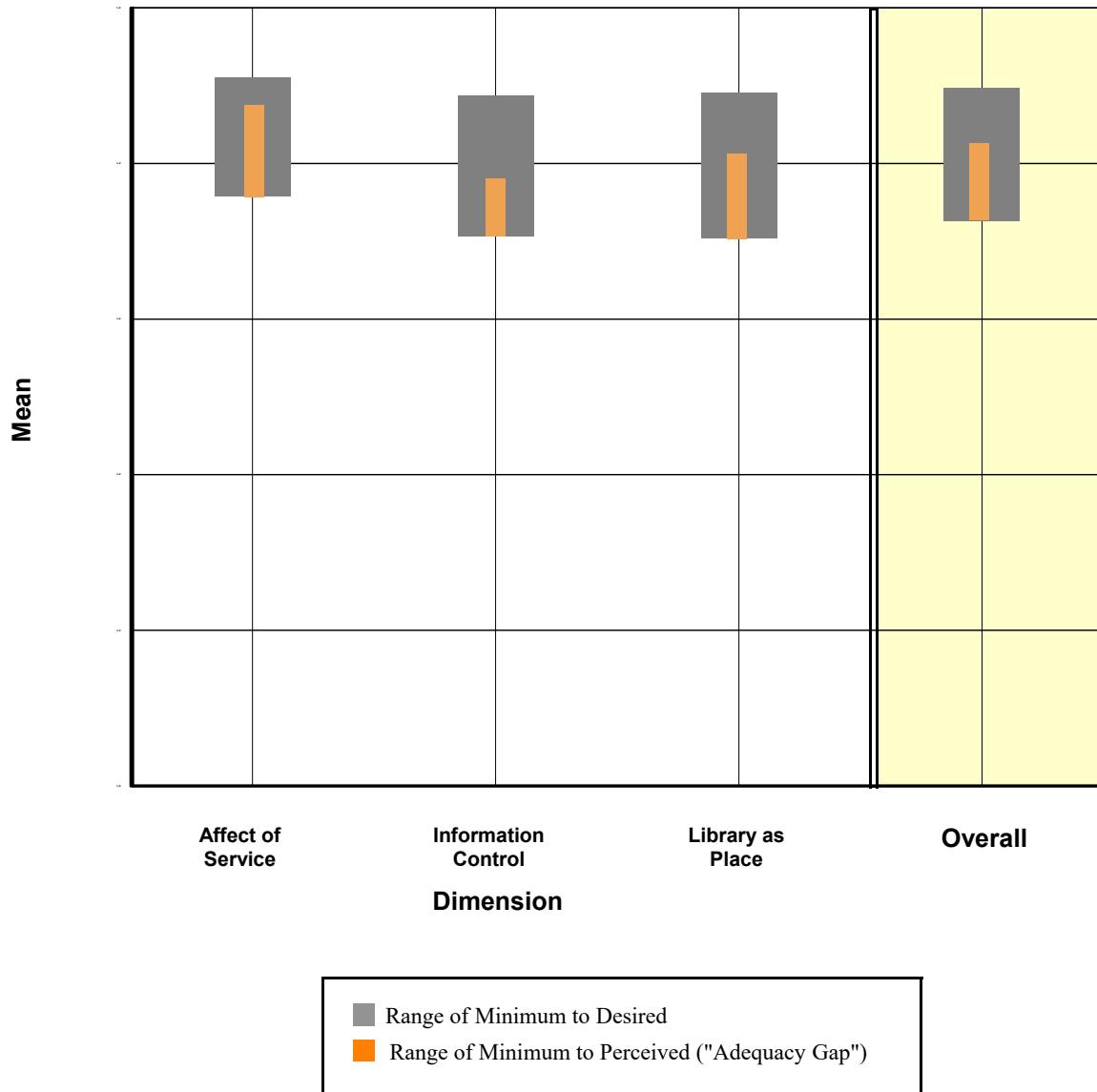
Consortium: None

User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	1.68	0.85	1.04	1.60	1.03	191
AS-2	Dar a los usuarios atención individual	1.51	0.98	1.23	1.49	1.21	216
AS-3	Empleados con un trato consistentemente cortés	1.25	0.68	0.90	1.34	1.08	217
AS-4	Disposición para responder preguntas de los usuarios	1.50	0.86	1.21	1.58	1.24	227
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.55	0.96	1.12	1.35	1.25	224
AS-6	Empleados que se preocupan por atender a los usuarios	1.59	0.98	1.15	1.47	1.15	547
AS-7	Empleados que entienden las necesidades de sus usuarios	1.51	0.92	1.00	1.34	0.96	221
AS-8	Disposición para ayudar a los usuarios	1.45	0.80	1.05	1.50	1.08	226
AS-9	Manejo confiable de problemas de servicio al usuario	1.61	1.10	1.08	1.54	1.36	195
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.53	0.90	1.38	1.50	1.43	220
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.41	0.95	1.52	1.53	1.55	233
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.63	1.05	1.21	1.36	1.13	205
IC-4	Los recursos electrónicos de información que necesito	1.62	1.03	1.33	1.69	1.49	551
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.53	0.92	1.53	1.82	1.68	242
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.55	0.83	1.47	1.75	1.58	246
IC-7	Hacer la información fácilmente accesible para uso independiente	1.55	1.02	1.34	1.68	1.50	232
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.77	1.06	1.30	1.74	1.46	206
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.74	1.08	1.48	1.69	1.55	521
LP-2	Espacio silencioso para actividades individuales	1.71	0.98	1.16	1.47	1.20	194
LP-3	Un sitio cómodo y acogedor	1.60	0.89	1.47	1.69	1.54	206
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	1.47	0.93	1.25	1.59	1.45	211
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.80	1.12	1.25	1.59	1.34	194
Overall:		1.33	0.73	0.98	1.23	1.01	562

3.2 Core Question Dimensions Summary

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.79	8.55	8.38	0.59	-0.18	558
Information Control	7.53	8.44	7.90	0.37	-0.53	560
Library as Place	7.52	8.45	8.06	0.55	-0.39	526
Overall	7.63	8.49	8.13	0.50	-0.36	562

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+ survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.41	0.82	1.00	1.33	1.03	558
Information Control	1.41	0.81	1.18	1.40	1.26	560
Library as Place	1.57	0.93	1.28	1.47	1.32	526
Overall	1.33	0.73	0.98	1.23	1.01	562

3.3 Local Question Summary

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Calidad de las capacitaciones virtuales que da la Biblioteca	7.59	8.41	8.18	0.60	-0.23	163
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	7.69	8.44	8.18	0.49	-0.25	186
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.79	8.51	8.38	0.59	-0.13	168
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	7.47	8.34	8.35	0.88	0.01	169
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	7.59	8.35	8.27	0.68	-0.08	184
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	7.74	8.47	8.40	0.66	-0.07	161

This table shows the standard deviations for each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Calidad de las capacitaciones virtuales que da la Biblioteca	1.73	1.09	1.32	1.79	1.49	163
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	1.63	0.97	1.31	1.68	1.20	186
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	1.51	0.87	1.13	1.53	1.19	168
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	1.82	1.13	1.18	1.72	1.22	169
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	1.68	1.20	1.15	1.68	1.30	184
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	1.53	1.07	1.13	1.56	1.41	161

3.4 General Satisfaction Questions Summary

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.43	1.11	335
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.21	1.29	336
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.31	1.05	562

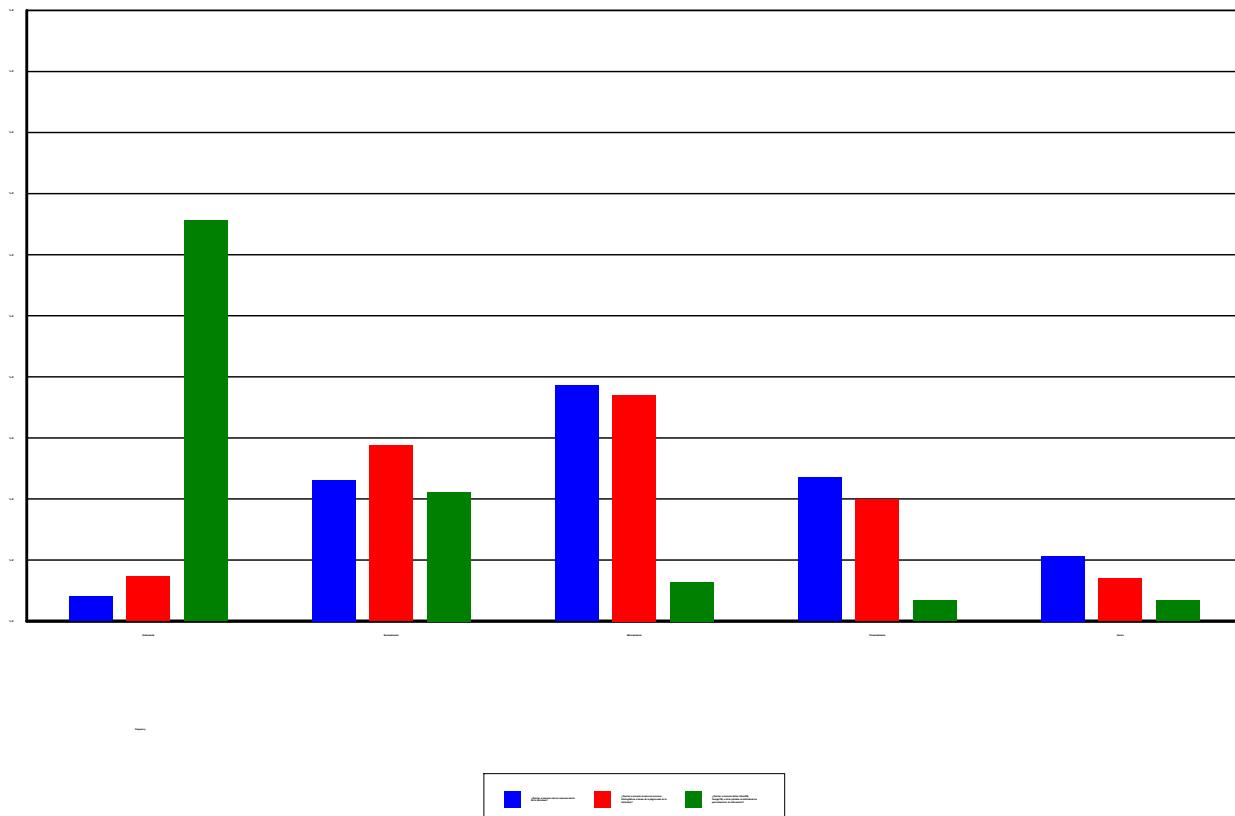
3.5 Information Literacy Outcomes Questions Summary

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.67	1.60	265
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.04	1.49	306
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.06	1.48	328
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.24	1.22	299
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.07	1.32	253

3.6 Library Use Summary

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Diariamente	Semanalmente	Mensualmente	Trimestralmente	Nunca	n/%
¿Qué tan a menudo usa los recursos dentro de la biblioteca?	23 4.09%	130 23.13%	217 38.61%	132 23.49%	60 10.68%	562 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	41 7.30%	162 28.83%	208 37.01%	112 19.93%	39 6.94%	562 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	369 65.66%	119 21.17%	36 6.41%	19 3.38%	19 3.38%	562 100.00%

3.7 Special Question Summary

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

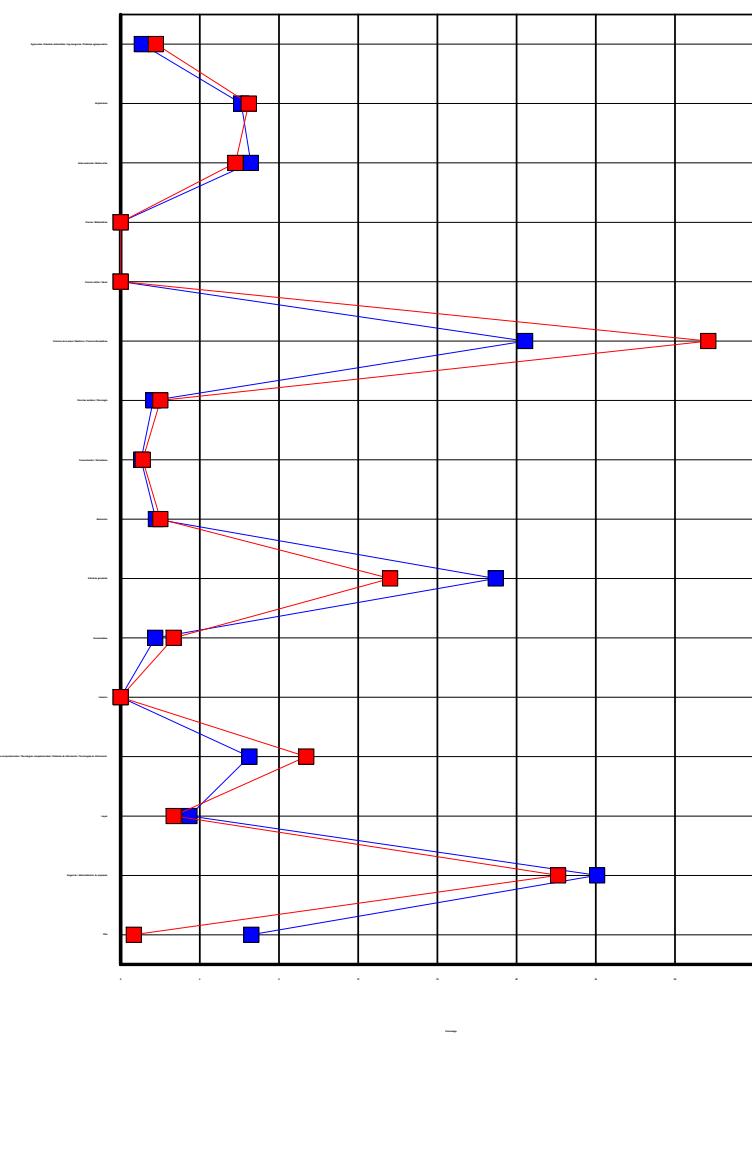
4 Estudiante de preparatoria o profesional Summary for Universidad de Monterrey

4.1 Demographic Summary for Estudiante de preparatoria o profesional

4.1.1 Population and Respondent Profiles for Estudiante de preparatoria o profesional by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the LibQUAL+ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



■ Respondent Profile by Discipline

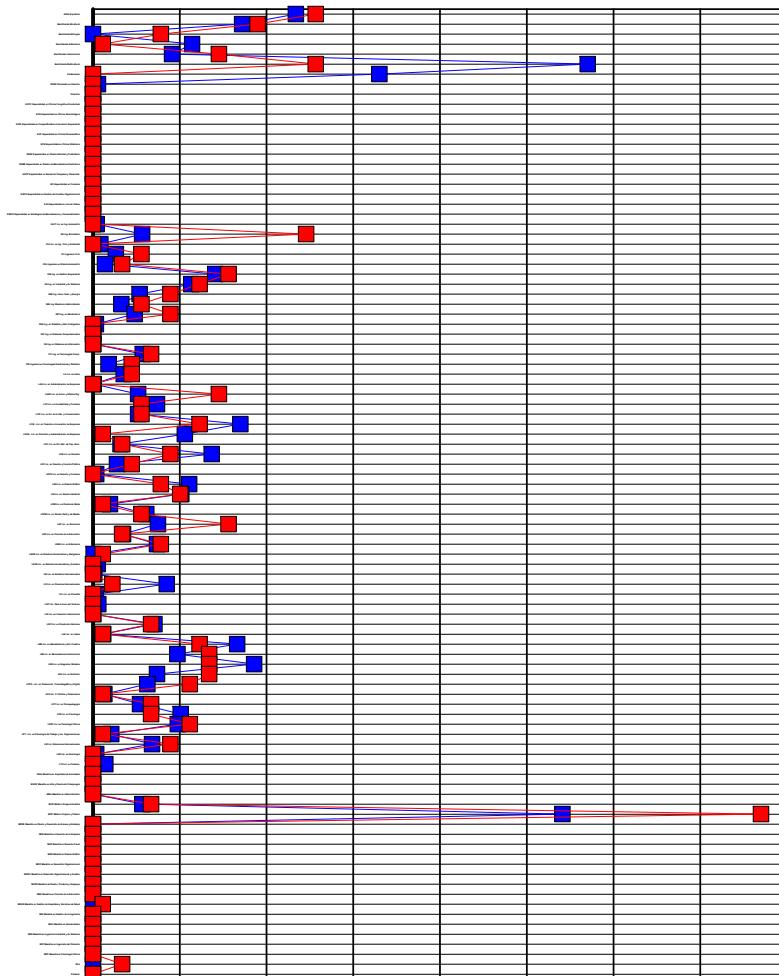
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	159	1.07	8	1.79	-0.71
Arquitectura	904	6.09	29	6.47	-0.38
Artes escénicas / Bellas artes	976	6.58	26	5.80	0.77
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	3,033	20.44	133	29.69	-9.25
Ciencias sociales / Psicología	245	1.65	9	2.01	-0.36
Comunicación / Periodismo	154	1.04	5	1.12	-0.08
Educación	264	1.78	9	2.01	-0.23
Estudios generales	2,812	18.95	61	13.62	5.33
Humanidades	260	1.75	12	2.68	-0.93
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	966	6.51	42	9.38	-2.87
Leyes	516	3.48	12	2.68	0.80
Negocios / Administración de empresas	3,573	24.07	99	22.10	1.98
Otra	980	6.60	3	0.67	5.93
Total:	14,842	100.00	448	100.00	0.00

4.1.2 Population and Respondent Profiles for Estudiante de preparatoria o profesional by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



■ Respondent Profile by Discipline

■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	694	4.68	23	5.13	-0.46
Bachillerato Bicultural	510	3.44	17	3.79	-0.36
Bachillerato Bilingüe	0	0.00	7	1.56	-1.56
Bachillerato Enfermería	339	2.28	1	0.22	2.06
Bachillerato Internacional	270	1.82	13	2.90	-1.08
Bachillerato Multicultural	1,693	11.41	23	5.13	6.27
Colaborador	980	6.60	0	0.00	6.60
DDER Doctorado en Derecho	17	0.11	0	0.00	0.11
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Congnitivo-Conductual	0	0.00	0	0.00	0.00
ECG Especialidad en Clínica Gerontológica	0	0.00	0	0.00	0.00
ECIE Especialidad en Competitividad e Innovación Empresarial	0	0.00	0	0.00	0.00
ECP Especialidad en Clínica Psicoanalítica	0	0.00	0	0.00	0.00
ECS Especialidad en Clínica Sistémica	0	0.00	0	0.00	0.00
EDEP Especialidad en Diseño Editorial y Publicitario	0	0.00	0	0.00	0.00
EDME Especialidad en Diseño de Mercadotecnia Electrónica	0	0.00	0	0.00	0.00
EETP Especialidad en Educación Temprana y Preescolar	0	0.00	0	0.00	0.00
EFI Especialidad en Finanzas	0	0.00	0	0.00	0.00
EGCO Especialidad en Gestión del Cambio Organizacional	0	0.00	0	0.00	0.00
EJO Especialidad en Juicios Orales	0	0.00	0	0.00	0.00
EMCO Especialidad en Estrategias de Mercadotecnia y Comercialización	0	0.00	0	0.00	0.00
IAUT Lic. en Ing. Automotriz	12	0.08	0	0.00	0.08
IBI Ing. Biomédico	168	1.13	22	4.91	-3.78
ICA Lic. en Ing. Civil y Ambiental	25	0.17	0	0.00	0.17
ICI Ingeniero Civil	78	0.53	5	1.12	-0.59
IDA Ingeniero en Diseño Automotriz	41	0.28	3	0.67	-0.39
IGE Ing. en Gestión Empresarial	418	2.82	14	3.13	-0.31
IIS Ing. en Industrial y de Sistemas	336	2.26	11	2.46	-0.19
IISE Ing. Innov. Sust. y Energía	159	1.07	8	1.79	-0.71
IMA Ing. Mecánico Administrador	97	0.65	5	1.12	-0.46
IMT Ing. en Mecatrónica	142	0.96	8	1.79	-0.83
IRSI Ing. en Robótica y Sist. Inteligentes	10	0.07	0	0.00	0.07
ISC Ing. en Sistemas Computacionales	1	0.01	0	0.00	0.01
ISI Ing. en Sistemas de Información	1	0.01	0	0.00	0.01

Language: English (American), Spanish
Institution Type: College or University
Consortium: None
User Group: Estudiante de preparatoria o profesional

ITC Ing. en Tecnologías Comp.	170	1.15	6	1.34	-0.19
ITR Ingeniero en Tecnologías Electrónicas y Robótica	53	0.36	4	0.89	-0.54
LA Lic. en Artes	105	0.71	4	0.89	-0.19
LAE Lic. en Administración de Empresas	2	0.01	0	0.00	0.01
LAED Lic. en Anim. y Efectos Dig.	154	1.04	13	2.90	-1.86
LCF Lic. en Contabilidad y Finanzas	219	1.48	5	1.12	0.36
LCIC Lic. en Cs. de la Info. y Comunicación	154	1.04	5	1.12	-0.08
LCIE - Lic. en Creación e Innovación de Empresas	504	3.40	11	2.46	0.94
LDAE - Lic. en Dirección y Administración de Empresas	314	2.12	1	0.22	1.89
LDC Lic. en Dir. Estr. de Cap. Hum.	94	0.63	3	0.67	-0.04
LDE Lic. en Derecho	406	2.74	8	1.79	0.95
LDF Lic. en Derecho y Función Pública	82	0.55	4	0.89	-0.34
LDFN Lic. en Derecho y Finanzas	11	0.07	0	0.00	0.07
LDG Lic. en Diseño Gráfico	329	2.22	7	1.56	0.65
LDI Lic. en Diseño Industrial	302	2.03	9	2.01	0.03
LDM Lic. en Diseño de Moda	58	0.39	1	0.22	0.17
LDTM Lic. en Diseño Textil y de Modas	182	1.23	5	1.12	0.11
LEC Lic. en Economía	222	1.50	14	3.13	-1.63
LED Lic. en Ciencias de la Educación	103	0.69	3	0.67	0.02
LEEN Lic. en Enfermería	219	1.48	7	1.56	-0.09
LEHR Lic. en Estudios Humanísticos y Religiosos	2	0.01	1	0.22	-0.21
LEHS Lic. en Estudios Humanísticos y Sociales	16	0.11	0	0.00	0.11
LEI Lic. en Estudios Internacionales	4	0.03	0	0.00	0.03
LFI Lic. en Finanzas Internacionales	252	1.70	2	0.45	1.25
LFL Lic. en Filosofía	10	0.07	0	0.00	0.07
LGIT Lic. Gest e Innov del Turismo	18	0.12	0	0.00	0.12
LIN Lic. en Comercio Internacional	1	0.01	0	0.00	0.01
LINT Lic. en Diseño de Interiores	210	1.41	6	1.34	0.08
LLE Lic. en Letras	35	0.24	1	0.22	0.01
LME Lic. en Mercadotecnia y Est. Creativa	493	3.32	11	2.46	0.87
LMI Lic. en Mercadotecnia Internacional	289	1.95	12	2.68	-0.73
LNG Lic. en Negocios Globales	551	3.71	12	2.68	1.03
LNU Lic. en Nutrición	219	1.48	12	2.68	-1.20
LPCD - Lic. en Producción Cinematográfica y Digital	186	1.25	10	2.23	-0.98
LPG Lic. C. Política y Gobernanza	39	0.26	1	0.22	0.04
LPP Lic. en Psicopedagogía	161	1.08	6	1.34	-0.25
LPS Lic. en Psicología	300	2.02	6	1.34	0.68

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de preparatoria o profesional

LPSC Lic. en Psicología Clínica	290	1.95	10	2.23	-0.28
LPT - Lic. en Psicología del Trabajo y las Organizaciones	62	0.42	1	0.22	0.19
LRI Lic. Relaciones Internacionales	202	1.36	8	1.79	-0.42
LSO Lic. en Sociología	11	0.07	0	0.00	0.07
LTU Lic. en Turismo	42	0.28	0	0.00	0.28
MAA Maestría en Arquitecturas Avanzadas	0	0.00	0	0.00	0.00
MADV Maestría en Arte y Diseño de Videojuegos	0	0.00	0	0.00	0.00
MBA Maestría en Administración	0	0.00	0	0.00	0.00
MCD Médico Cirujano Dentista	169	1.14	6	1.34	-0.20
MCP Médico Cirujano y Partero	1,606	10.82	69	15.40	-4.58
MDDE Maestría en Diseño y Desarrollo de Envase y Embalaje	0	0.00	0	0.00	0.00
MDE Maestría en Derecho de la Empresa	0	0.00	0	0.00	0.00
MDF Maestría en Derecho Fiscal	0	0.00	0	0.00	0.00
MDG Maestría en Diseño Gráfico	0	0.00	0	0.00	0.00
MDO Maestría en Desarrollo Organizacional	0	0.00	0	0.00	0.00
MDOC Maestría en Desarrollo Organizacional y Cambio	0	0.00	0	0.00	0.00
MDPE Maestría de Diseño, Producto y Empaque	0	0.00	0	0.00	0.00
MED Maestría en Ciencias de la Educación	0	0.00	0	0.00	0.00
MGHS Maestría en Gestión de Hospitales y Servicios de Salud	0	0.00	1	0.22	-0.22
MGI Maestría en Gestión de la Ingeniería	0	0.00	0	0.00	0.00
MHU Maestría en Humanidades	0	0.00	0	0.00	0.00
MIIS Maestría en Ingeniería Industrial y de Sistemas	0	0.00	0	0.00	0.00
MIP Maestría en Ingeniería del Producto	0	0.00	0	0.00	0.00
MPC Maestría en Psicología Clínica	0	0.00	0	0.00	0.00
Otra	0	0.00	3	0.67	-0.67
Profesor	0	0.00	0	0.00	0.00
Total:	14,842	100.00	448	100.00	0.00

4.1.3 Respondent Profile by Género:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Género:	Population N	Population %	Respondents n	Respondents %
Femenino	9,185	60.71	312	69.80
Masculino	5,944	39.29	135	30.20
Total:	15,129	100.00	447	100.00

4.1.4 Respondent Profile by Edad:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Edad:	Respondents n	Respondents %
18 - 22	330	73.66
23 - 30	51	11.38
31 - 45	3	0.67
46 - 65	1	0.22
Más de 65	0	0.00
Menos de 18	63	14.06
Total:	448	100.00

4.1.5 Respondent Profile by Answer to the Question: La biblioteca que utiliza más a menudo:

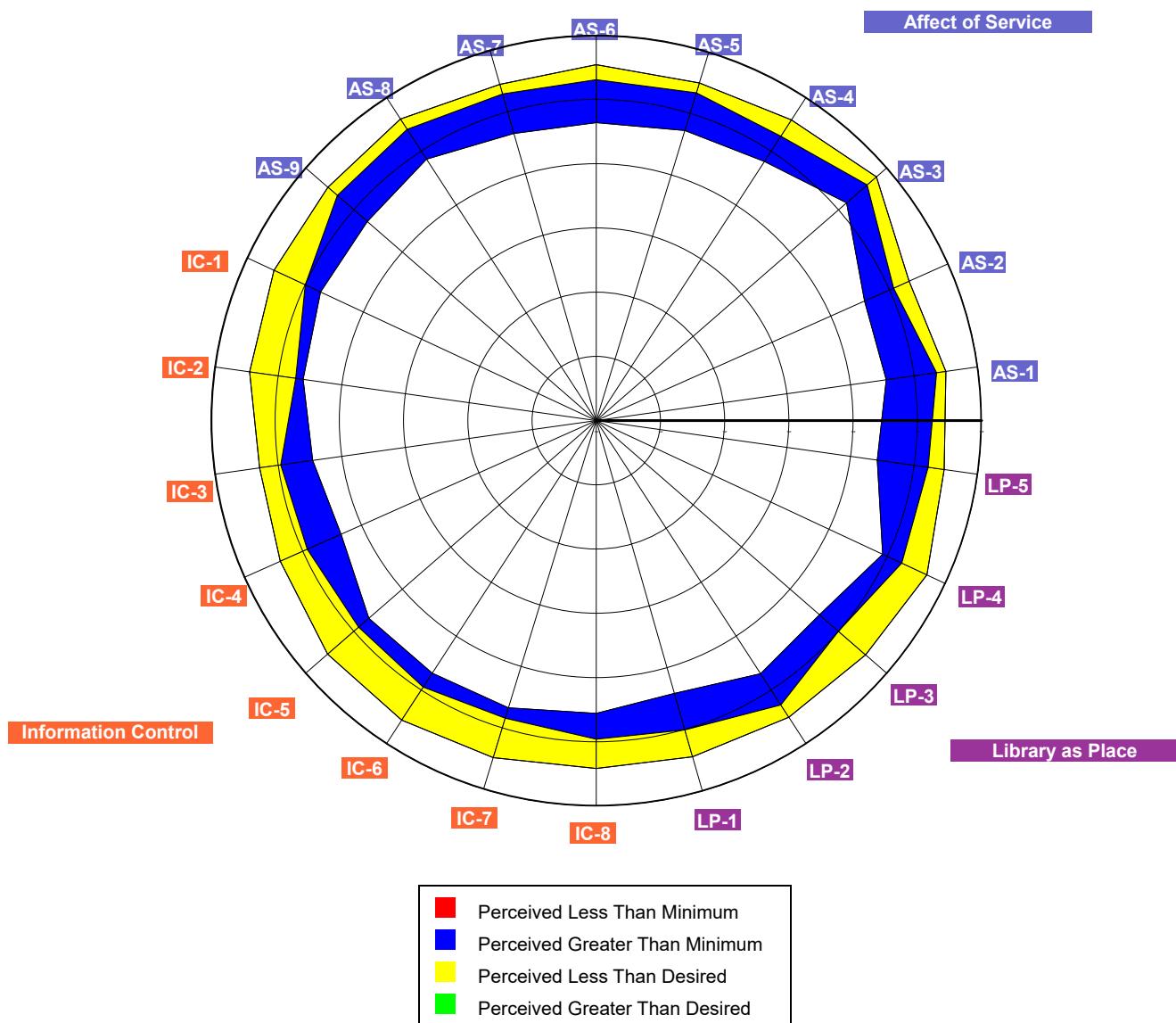
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	308	69.06
DEIS Muguerza Conchita	2	0.45
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	6	1.35
Otro	39	8.74
Unidad Fundadores	12	2.69
Unidad Obispado	8	1.79
Unidad San Pedro	53	11.88
Unidad Valle Alto	18	4.04
Total:	446	100.00

4.2 Core Questions Summary for Estudiante de preparatoria o profesional

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

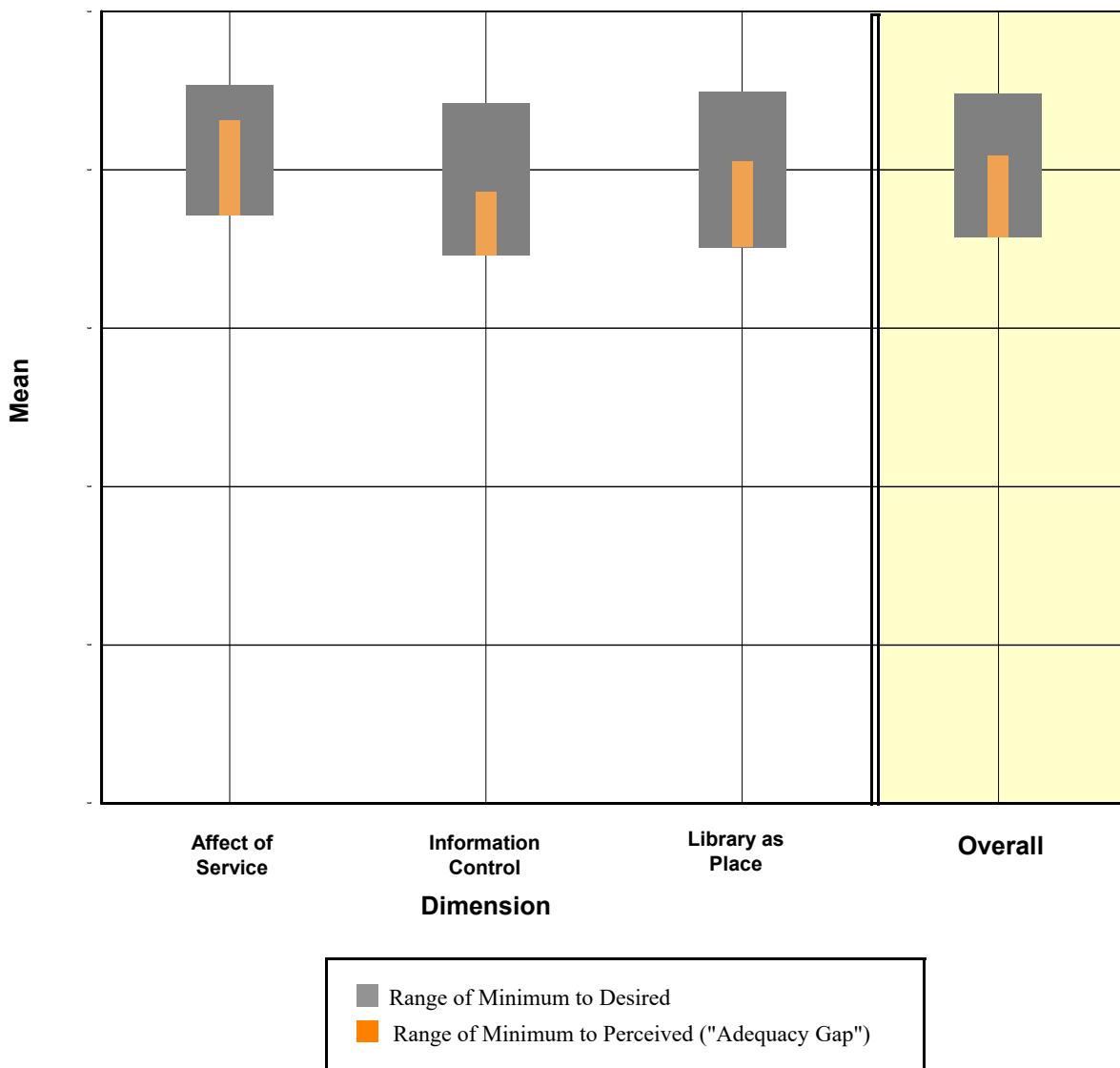


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.56	8.50	8.35	0.79	-0.15	144
AS-2	Dar a los usuarios atención individual	7.58	8.34	8.07	0.49	-0.26	170
AS-3	Empleados con un trato consistentemente cortés	8.17	8.78	8.59	0.43	-0.19	167
AS-4	Disposición para responder preguntas de los usuarios	7.81	8.58	8.28	0.47	-0.30	179
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.72	8.50	8.34	0.61	-0.16	181
AS-6	Empleados que se preocupan por atender a los usuarios	7.64	8.54	8.31	0.67	-0.23	439
AS-7	Empleados que entienden las necesidades de sus usuarios	7.65	8.45	8.29	0.64	-0.15	175
AS-8	Disposición para ayudar a los usuarios	7.85	8.60	8.41	0.55	-0.19	179
AS-9	Manejo confiable de problemas de servicio al usuario	7.72	8.54	8.34	0.62	-0.19	149
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.74	8.54	8.00	0.26	-0.54	168
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.61	8.45	7.73	0.12	-0.73	182
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.46	8.29	7.96	0.50	-0.33	157
IC-4	Los recursos electrónicos de información que necesito	7.35	8.39	7.93	0.58	-0.46	439
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.69	8.54	7.90	0.21	-0.64	195
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.69	8.56	7.95	0.26	-0.61	189
IC-7	Hacer la información fácilmente accesible para uso independiente	7.68	8.49	7.85	0.17	-0.64	189
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.56	8.42	7.96	0.40	-0.46	156
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.42	8.45	8.01	0.59	-0.44	420
LP-2	Espacio silencioso para actividades individuales	7.70	8.51	8.28	0.58	-0.23	150
LP-3	Un sitio cómodo y acogedor	7.61	8.56	8.00	0.39	-0.56	159
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.92	8.68	8.25	0.33	-0.43	170
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.42	8.47	8.22	0.80	-0.25	154
Overall:		7.57	8.48	8.09	0.51	-0.39	448

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	1.61	0.85	1.07	1.53	1.00	144
AS-2	Dar a los usuarios atención individual	1.56	1.02	1.32	1.57	1.26	170
AS-3	Empleados con un trato consistentemente cortés	1.25	0.58	0.99	1.34	1.10	167
AS-4	Disposición para responder preguntas de los usuarios	1.44	0.80	1.31	1.58	1.28	179
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.61	0.95	1.20	1.36	1.27	181
AS-6	Empleados que se preocupan por atender a los usuarios	1.60	1.02	1.23	1.49	1.20	439
AS-7	Empleados que entienden las necesidades de sus usuarios	1.42	0.93	1.02	1.23	0.94	175
AS-8	Disposición para ayudar a los usuarios	1.47	0.81	1.14	1.54	1.11	179
AS-9	Manejo confiable de problemas de servicio al usuario	1.59	0.97	1.09	1.45	1.25	149
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.58	0.93	1.48	1.58	1.52	168
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.46	0.94	1.59	1.62	1.64	182
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.60	1.11	1.24	1.32	1.18	157
IC-4	Los recursos electrónicos de información que necesito	1.63	1.06	1.34	1.72	1.53	439
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.49	0.91	1.61	1.86	1.76	195
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.50	0.76	1.49	1.68	1.53	189
IC-7	Hacer la información fácilmente accesible para uso independiente	1.51	1.05	1.38	1.61	1.54	189
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.72	1.00	1.29	1.70	1.47	156
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.70	1.04	1.47	1.65	1.59	420
LP-2	Espacio silencioso para actividades individuales	1.68	1.02	1.23	1.31	1.23	150
LP-3	Un sitio cómodo y acogedor	1.63	0.80	1.59	1.74	1.62	159
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	1.35	0.61	1.29	1.49	1.33	170
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.73	1.04	1.11	1.53	1.23	154
Overall:		1.31	0.72	1.02	1.23	1.04	448

4.3 Core Question Dimensions Summary for Estudiante de preparatoria o profesional

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.71	8.53	8.31	0.60	-0.22	446
Information Control	7.46	8.42	7.86	0.40	-0.56	446
Library as Place	7.51	8.49	8.05	0.54	-0.44	425
Overall	7.57	8.48	8.09	0.51	-0.39	448

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+ survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.39	0.82	1.06	1.33	1.05	446
Information Control	1.39	0.81	1.19	1.42	1.28	446
Library as Place	1.51	0.84	1.29	1.44	1.33	425
Overall	1.31	0.72	1.02	1.23	1.04	448

4.4 Local Question Summary for Estudiante de preparatoria o profesional

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Calidad de las capacitaciones virtuales que da la Biblioteca	7.56	8.43	8.14	0.58	-0.29	131
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	7.69	8.40	8.11	0.42	-0.29	143
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.73	8.53	8.31	0.58	-0.21	127
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	7.42	8.28	8.31	0.89	0.03	128
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	7.55	8.34	8.26	0.70	-0.08	145
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	7.64	8.44	8.30	0.66	-0.14	120

This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Calidad de las capacitaciones virtuales que da la Biblioteca	1.77	1.05	1.39	1.85	1.53	131
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	1.56	0.97	1.39	1.59	1.20	143
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	1.55	0.75	1.22	1.52	1.16	127
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	1.91	1.20	1.25	1.78	1.27	128
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	1.72	1.24	1.20	1.70	1.31	145
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	1.59	1.10	1.21	1.61	1.47	120

4.5 General Satisfaction Questions Summary for Estudiante de preparatoria o profesional

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.39	1.12	270
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.13	1.39	260
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.26	1.09	448

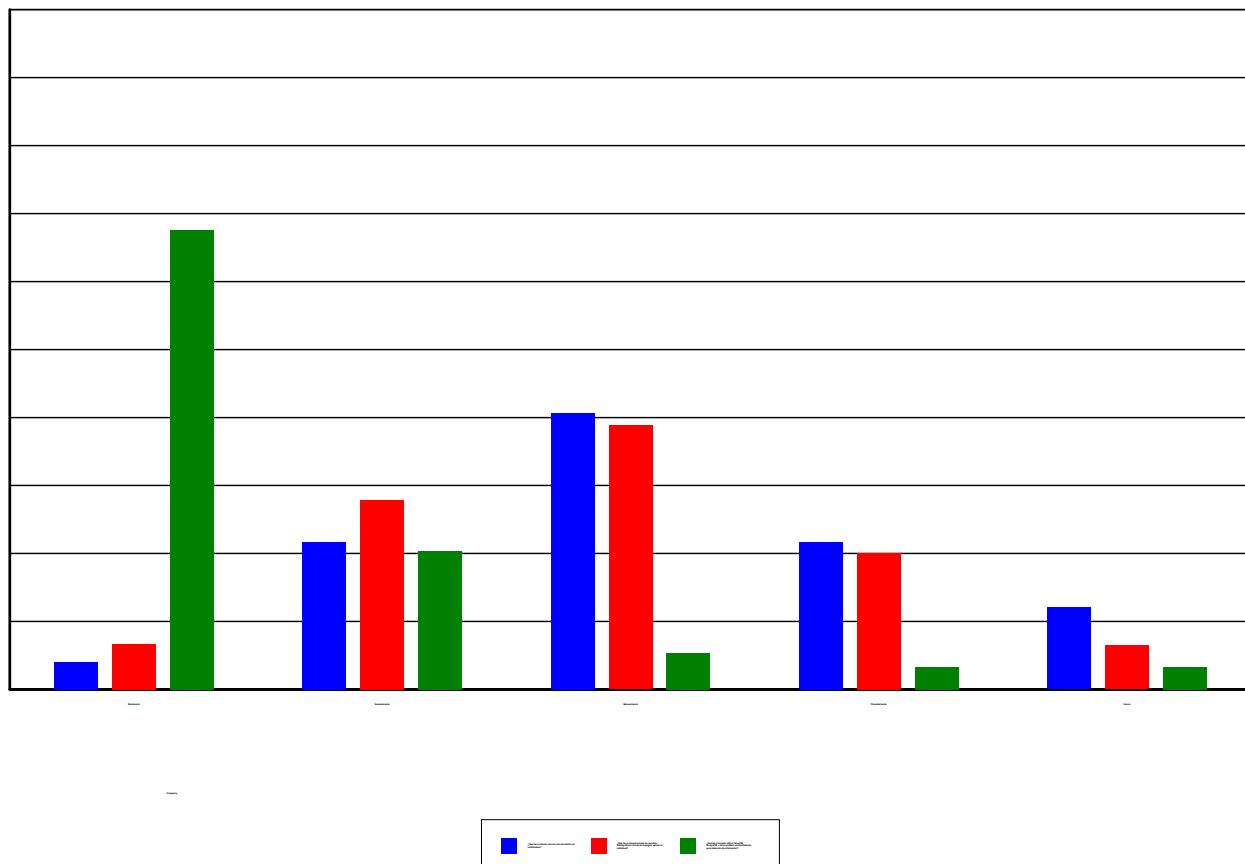
4.6 Information Literacy Outcomes Questions Summary for Estudiante de preparatoria o profesional

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.61	1.60	215
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.02	1.51	245
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.99	1.57	258
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.25	1.21	234
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	7.99	1.34	190

4.7 Library Use Summary for Estudiante de preparatoria o profesional

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Diariamente	Semanalmente	Mensualmente	Trimestralmente	Nunca	n/%
¿Qué tan a menudo usa los recursos dentro de la biblioteca?	18 4.02%	97 21.65%	182 40.63%	97 21.65%	54 12.05%	448 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	30 6.70%	125 27.90%	174 38.84%	90 20.09%	29 6.47%	448 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	303 67.63%	91 20.31%	24 5.36%	15 3.35%	15 3.35%	448 100.00%

4.8 Special Question Summary for Estudiante de preparatoria o profesional

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

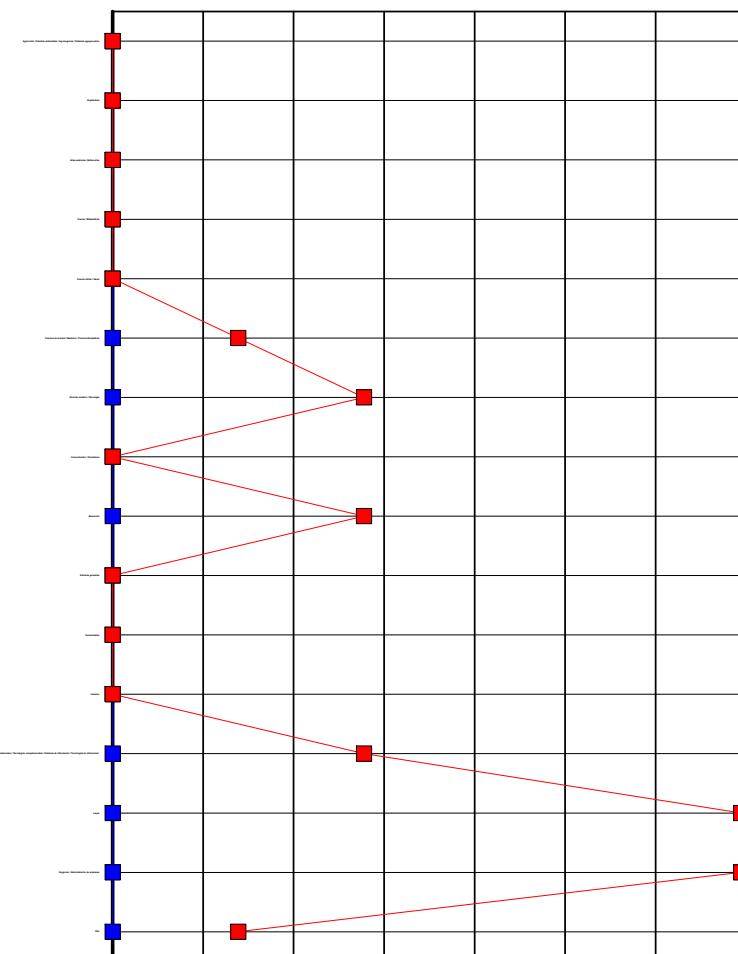
5 Estudiante de posgrado Summary for Universidad de Monterrey

5.1 Demographic Summary for Estudiante de posgrado

5.1.1 Population and Respondent Profiles for Estudiante de posgrado by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the LibQUAL+ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



■ Respondent Profile by Discipline

■ Population Profile by Discipline

Language: English (American), Spanish
Institution Type: College or University

Consortium: None

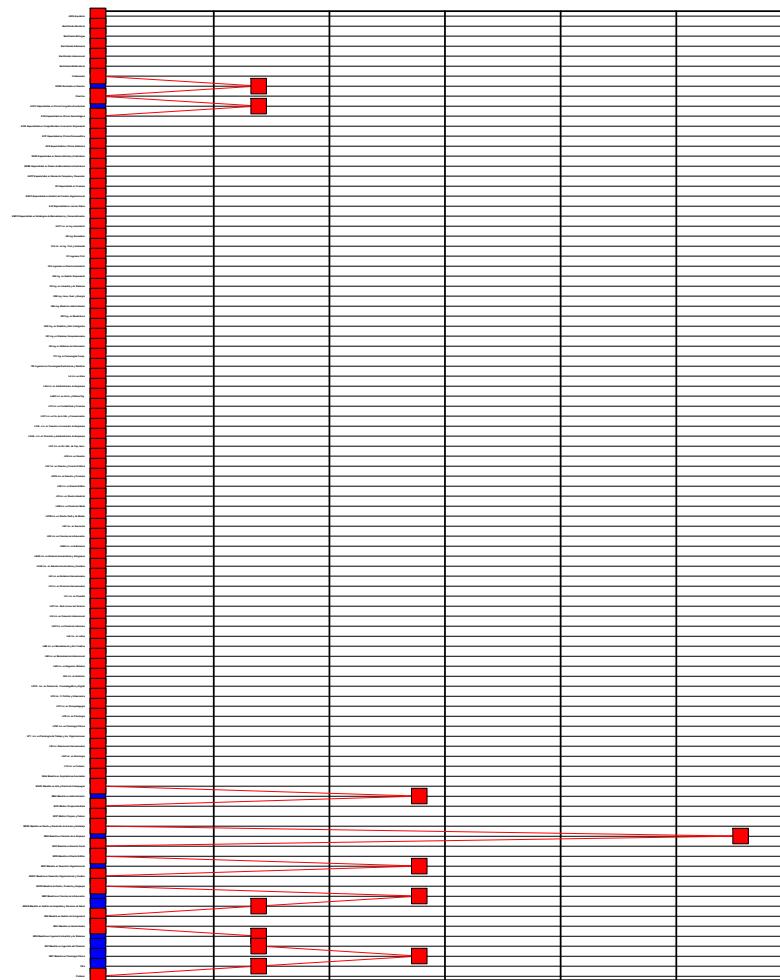
User Group: Estudiante de posgrado

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	0	0.00	0	0.00	0.00
Arquitectura	0	0.00	0	0.00	0.00
Artes escénicas / Bellas artes	0	0.00	0	0.00	0.00
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	0	0.00	1	5.56	-5.56
Ciencias sociales / Psicología	0	0.00	2	11.11	-11.11
Comunicación / Periodismo	0	0.00	0	0.00	0.00
Educación	0	0.00	2	11.11	-11.11
Estudios generales	0	0.00	0	0.00	0.00
Humanidades	0	0.00	0	0.00	0.00
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	0	0.00	2	11.11	-11.11
Leyes	0	0.00	5	27.78	-27.78
Negocios / Administración de empresas	0	0.00	5	27.78	-27.78
Otra	0	0.00	1	5.56	-5.56
Total:	0	100.00	18	100.00	0.00

5.1.2 Population and Respondent Profiles for Estudiante de posgrado by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



- █ Respondent Profile by Discipline
- █ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	0	0.00	0	0.00	0.00
Bachillerato Bicultural	0	0.00	0	0.00	0.00
Bachillerato Bilingüe	0	0.00	0	0.00	0.00
Bachillerato Enfermería	0	0.00	0	0.00	0.00
Bachillerato Internacional	0	0.00	0	0.00	0.00
Bachillerato Multicultural	0	0.00	0	0.00	0.00
Colaborador	0	0.00	0	0.00	0.00
DDER Doctorado en Derecho	0	0.00	1	5.56	-5.56
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Congnitivo-Conductual	0	0.00	1	5.56	-5.56
ECG Especialidad en Clínica Gerontológica	0	0.00	0	0.00	0.00
ECIE Especialidad en Competitividad e Innovación Empresarial	0	0.00	0	0.00	0.00
ECP Especialidad en Clínica Psicoanalítica	0	0.00	0	0.00	0.00
ECS Especialidad en Clínica Sistémica	0	0.00	0	0.00	0.00
EDEP Especialidad en Diseño Editorial y Publicitario	0	0.00	0	0.00	0.00
EDME Especialidad en Diseño de Mercadotecnia Electrónica	0	0.00	0	0.00	0.00
EETP Especialidad en Educación Temprana y Preescolar	0	0.00	0	0.00	0.00
EFI Especialidad en Finanzas	0	0.00	0	0.00	0.00
EGCO Especialidad en Gestión del Cambio Organizacional	0	0.00	0	0.00	0.00
EJO Especialidad en Juicios Orales	0	0.00	0	0.00	0.00
EMCO Especialidad en Estrategias de Mercadotecnia y Comercialización	0	0.00	0	0.00	0.00
IAUT Lic. en Ing. Automotriz	0	0.00	0	0.00	0.00
IBI Ing. Biomédico	0	0.00	0	0.00	0.00
ICA Lic. en Ing. Civil y Ambiental	0	0.00	0	0.00	0.00
ICI Ingeniero Civil	0	0.00	0	0.00	0.00
IDA Ingeniero en Diseño Automotriz	0	0.00	0	0.00	0.00
IGE Ing. en Gestión Empresarial	0	0.00	0	0.00	0.00
IIS Ing. en Industrial y de Sistemas	0	0.00	0	0.00	0.00
IISE Ing. Innov. Sust. y Energía	0	0.00	0	0.00	0.00
IMA Ing. Mecánico Administrador	0	0.00	0	0.00	0.00
IMT Ing. en Mecatrónica	0	0.00	0	0.00	0.00
IRSI Ing. en Robótica y Sist. Inteligentes	0	0.00	0	0.00	0.00
ISC Ing. en Sistemas Computacionales	0	0.00	0	0.00	0.00
ISI Ing. en Sistemas de Información	0	0.00	0	0.00	0.00

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de posgrado

ITC Ing. en Tecnologías Comp.	0	0.00	0	0.00	0.00
ITR Ingeniero en Tecnologías Electrónicas y Robótica	0	0.00	0	0.00	0.00
LA Lic. en Artes	0	0.00	0	0.00	0.00
LAE Lic. en Administración de Empresas	0	0.00	0	0.00	0.00
LAED Lic. en Anim. y Efectos Dig.	0	0.00	0	0.00	0.00
LCF Lic. en Contabilidad y Finanzas	0	0.00	0	0.00	0.00
LCIC Lic. en Cs. de la Info. y Comunicación	0	0.00	0	0.00	0.00
LCIE - Lic. en Creación e Innovación de Empresas	0	0.00	0	0.00	0.00
LDAE - Lic. en Dirección y Administración de Empresas	0	0.00	0	0.00	0.00
LDC Lic. en Dir. Estr. de Cap. Hum.	0	0.00	0	0.00	0.00
LDE Lic. en Derecho	0	0.00	0	0.00	0.00
LDF Lic. en Derecho y Función Pública	0	0.00	0	0.00	0.00
LDFN Lic. en Derecho y Finanzas	0	0.00	0	0.00	0.00
LDG Lic. en Diseño Gráfico	0	0.00	0	0.00	0.00
LDI Lic. en Diseño Industrial	0	0.00	0	0.00	0.00
LDM Lic. en Diseño de Moda	0	0.00	0	0.00	0.00
LDTM Lic. en Diseño Textil y de Modas	0	0.00	0	0.00	0.00
LEC Lic. en Economía	0	0.00	0	0.00	0.00
LED Lic. en Ciencias de la Educación	0	0.00	0	0.00	0.00
LEEN Lic. en Enfermería	0	0.00	0	0.00	0.00
LEHR Lic. en Estudios Humanísticos y Religiosos	0	0.00	0	0.00	0.00
LEHS Lic. en Estudios Humanísticos y Sociales	0	0.00	0	0.00	0.00
LEI Lic. en Estudios Internacionales	0	0.00	0	0.00	0.00
LFI Lic. en Finanzas Internacionales	0	0.00	0	0.00	0.00
LFL Lic. en Filosofía	0	0.00	0	0.00	0.00
LGIT Lic. Gest e Innov del Turismo	0	0.00	0	0.00	0.00
LIN Lic. en Comercio Internacional	0	0.00	0	0.00	0.00
LINT Lic. en Diseño de Interiores	0	0.00	0	0.00	0.00
LLE Lic. en Letras	0	0.00	0	0.00	0.00
LME Lic. en Mercadotecnia y Est. Creativa	0	0.00	0	0.00	0.00
LMI Lic. en Mercadotecnia Internacional	0	0.00	0	0.00	0.00
LNG Lic. en Negocios Globales	0	0.00	0	0.00	0.00
LNU Lic. en Nutrición	0	0.00	0	0.00	0.00
LPCD - Lic. en Producción Cinematográfica y Digital	0	0.00	0	0.00	0.00
LPG Lic. C. Política y Gobernanza	0	0.00	0	0.00	0.00
LPP Lic. en Psicopedagogía	0	0.00	0	0.00	0.00
LPS Lic. en Psicología	0	0.00	0	0.00	0.00

LPSC Lic. en Psicología Clínica	0	0.00	0	0.00	0.00
LPT - Lic. en Psicología del Trabajo y las Organizaciones	0	0.00	0	0.00	0.00
LRI Lic. Relaciones Internacionales	0	0.00	0	0.00	0.00
LSO Lic. en Sociología	0	0.00	0	0.00	0.00
LTU Lic. en Turismo	0	0.00	0	0.00	0.00
MAA Maestría en Arquitecturas Avanzadas	0	0.00	0	0.00	0.00
MADV Maestría en Arte y Diseño de Videojuegos	0	0.00	0	0.00	0.00
MBA Maestría en Administración	0	0.00	2	11.11	-11.11
MCD Médico Cirujano Dentista	0	0.00	0	0.00	0.00
MCP Médico Cirujano y Partero	0	0.00	0	0.00	0.00
MDDE Maestría en Diseño y Desarrollo de Envase y Embalaje	0	0.00	0	0.00	0.00
MDE Maestría en Derecho de la Empresa	0	0.00	4	22.22	-22.22
MDF Maestría en Derecho Fiscal	0	0.00	0	0.00	0.00
MDG Maestría en Diseño Gráfico	0	0.00	0	0.00	0.00
MDO Maestría en Desarrollo Organizacional	0	0.00	2	11.11	-11.11
MDOC Maestría en Desarrollo Organizacional y Cambio	0	0.00	0	0.00	0.00
MDPE Maestría de Diseño, Producto y Empaque	0	0.00	0	0.00	0.00
MED Maestría en Ciencias de la Educación	0	0.00	2	11.11	-11.11
MGHS Maestría en Gestión de Hospitales y Servicios de Salud	0	0.00	1	5.56	-5.56
MGI Maestría en Gestión de la Ingeniería	0	0.00	0	0.00	0.00
MHU Maestría en Humanidades	0	0.00	0	0.00	0.00
MIIS Maestría en Ingeniería Industrial y de Sistemas	0	0.00	1	5.56	-5.56
MIP Maestría en Ingeniería del Producto	0	0.00	1	5.56	-5.56
MPC Maestría en Psicología Clínica	0	0.00	2	11.11	-11.11
Otra	0	0.00	1	5.56	-5.56
Profesor	0	0.00	0	0.00	0.00
Total:	0	100.00	18	100.00	0.00

5.1.3 Respondent Profile by Género:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Género:	Respondents n	Respondents %
Femenino	11	68.75
Masculino	5	31.25
Total:	16	100.00

5.1.4 Respondent Profile by Edad:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Edad:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	12	66.67
31 - 45	5	27.78
46 - 65	1	5.56
Más de 65	0	0.00
Menos de 18	0	0.00
Total:	18	100.00

5.1.5 Respondent Profile by Answer to the Question: La biblioteca que utiliza más a menudo:

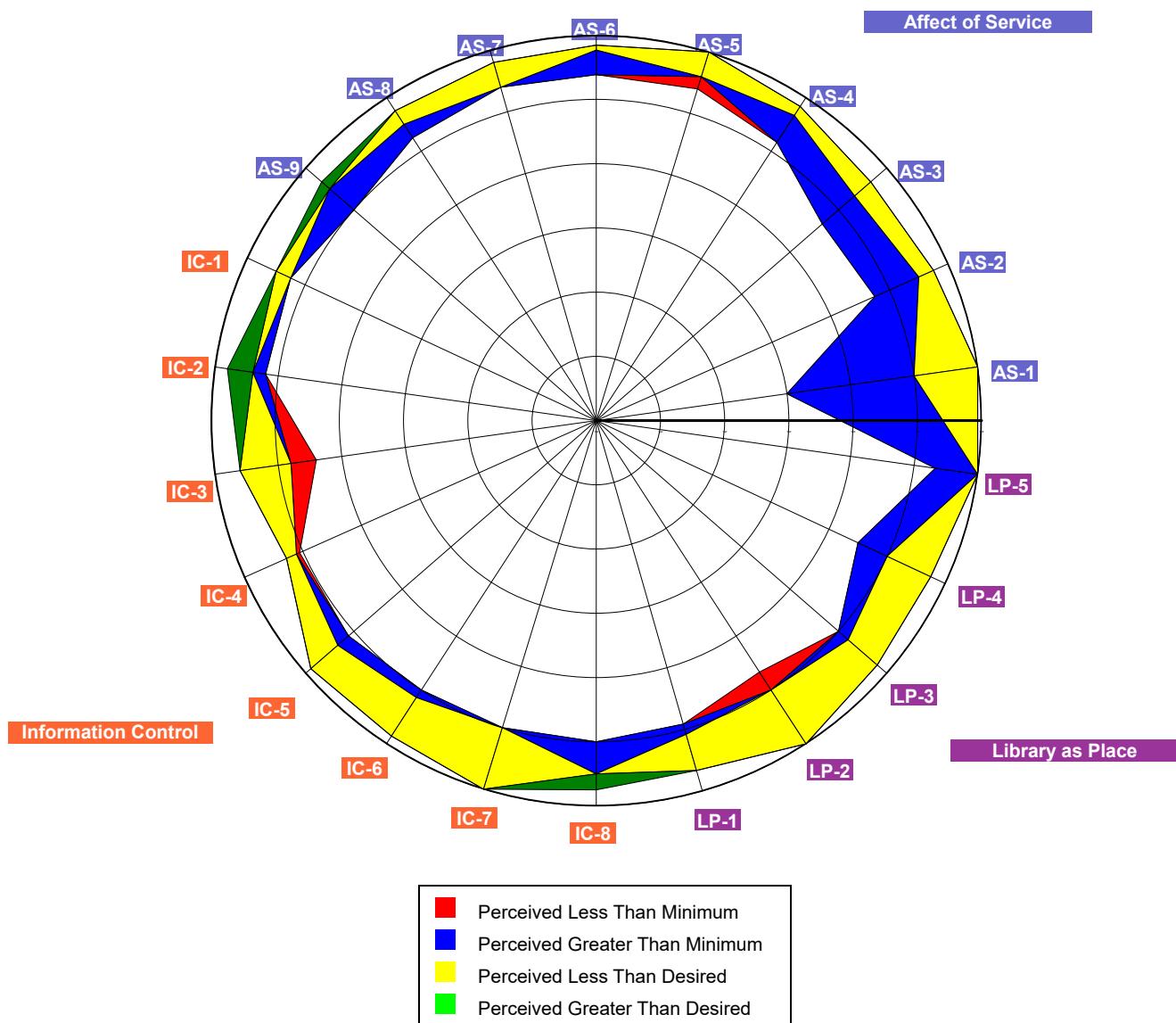
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	12	75.00
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	0	0.00
Otro	2	12.50
Unidad Fundadores	0	0.00
Unidad Obispado	0	0.00
Unidad San Pedro	2	12.50
Unidad Valle Alto	0	0.00
Total:	16	100.00

5.2 Core Questions Summary for Estudiante de posgrado

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

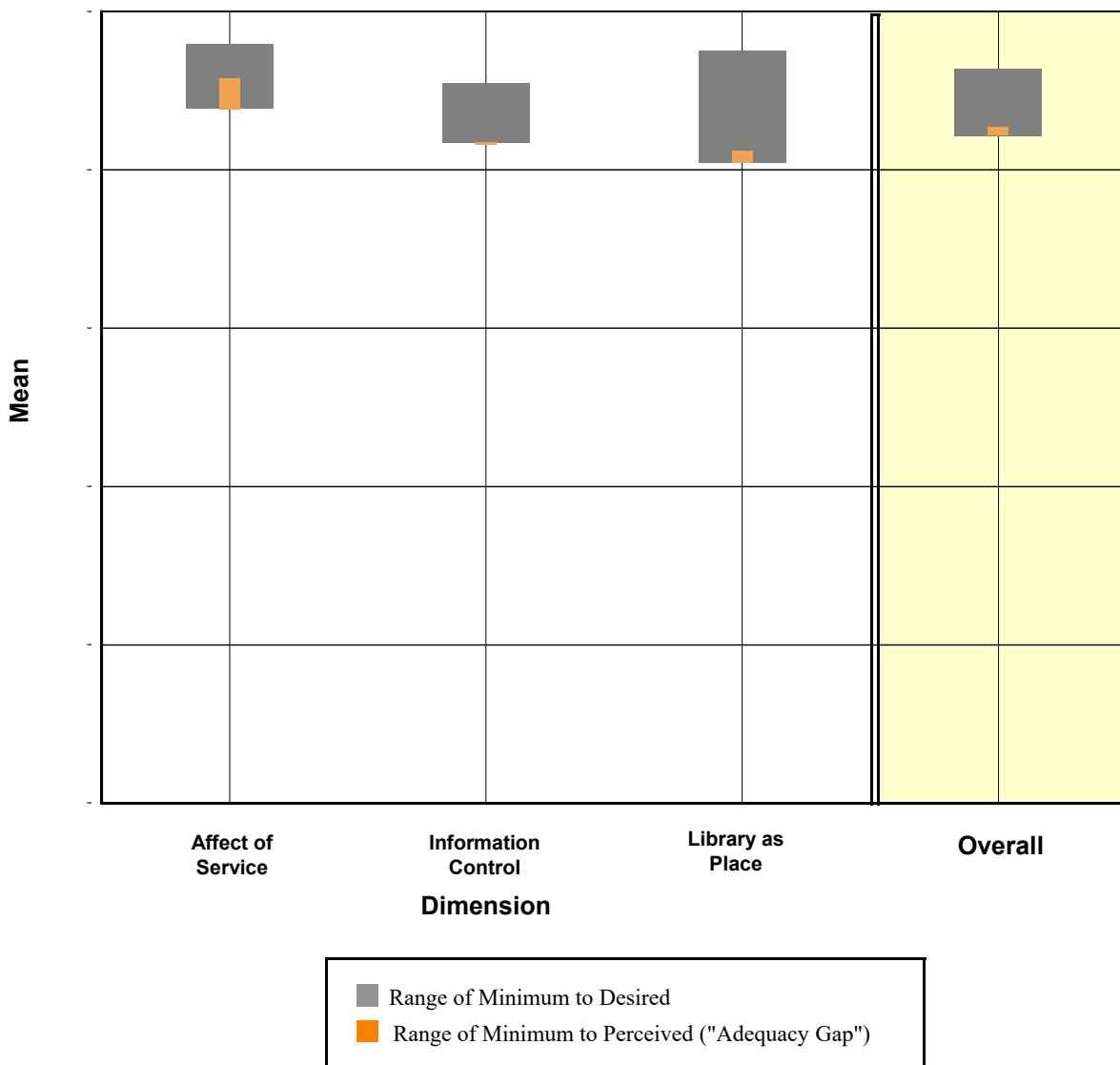


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	6.00	9.00	8.00	2.00	-1.00	1
AS-2	Dar a los usuarios atención individual	7.75	8.75	8.50	0.75	-0.25	4
AS-3	Empleados con un trato consistentemente cortés	7.67	8.67	8.33	0.67	-0.33	3
AS-4	Disposición para responder preguntas de los usuarios	8.17	8.83	8.67	0.50	-0.17	6
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	8.60	9.00	8.40	-0.20	-0.60	5
AS-6	Empleados que se preocupan por atender a los usuarios	8.38	8.85	8.77	0.38	-0.08	13
AS-7	Empleados que entienden las necesidades de sus usuarios	8.40	8.80	8.40	0.00	-0.40	5
AS-8	Disposición para ayudar a los usuarios	8.25	8.75	8.50	0.25	-0.25	4
AS-9	Manejo confiable de problemas de servicio al usuario	8.00	8.50	8.67	0.67	0.17	6
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.25	8.50	8.25	0.00	-0.25	4
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.20	8.40	8.80	0.60	0.40	5
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.80	8.60	7.40	-0.40	-1.20	5
IC-4	Los recursos electrónicos de información que necesito	8.11	8.28	8.06	-0.06	-0.22	18
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	8.11	8.89	8.33	0.22	-0.56	9
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	8.00	8.86	8.14	0.14	-0.71	7
IC-7	Hacer la información fácilmente accesible para uso independiente	8.00	9.00	8.00	0.00	-1.00	3
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	8.00	8.50	8.75	0.75	0.25	4
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.92	8.67	8.08	0.17	-0.58	12
LP-2	Espacio silencioso para actividades individuales	8.00	9.00	7.67	-0.33	-1.33	3
LP-3	Un sitio cómodo y acogedor	8.00	8.80	8.20	0.20	-0.60	5
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.50	8.75	8.00	0.50	-0.75	4
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	8.33	9.00	9.00	0.67	0.00	3
Overall:		8.22	8.64	8.27	0.05	-0.37	18

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios						1
AS-2	Dar a los usuarios atención individual	1.26	0.50	0.58	0.96	0.50	4
AS-3	Empleados con un trato consistentemente cortés	0.58	0.58	0.58	1.15	0.58	3
AS-4	Disposición para responder preguntas de los usuarios	1.17	0.41	0.52	1.22	0.41	6
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	0.89	0	0.89	1.48	0.89	5
AS-6	Empleados que se preocupan por atender a los usuarios	0.96	0.38	0.44	1.04	0.28	13
AS-7	Empleados que entienden las necesidades de sus usuarios	0.89	0.45	0.55	0.71	0.55	5
AS-8	Disposición para ayudar a los usuarios	0.96	0.50	0.58	0.50	0.50	4
AS-9	Manejo confiable de problemas de servicio al usuario	1.10	0.84	0.52	0.82	0.75	6
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	0.96	1.00	0.96	0	0.50	4
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.10	1.34	0.45	0.89	1.52	5
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.30	0.89	1.52	1.67	1.30	5
IC-4	Los recursos electrónicos de información que necesito	1.02	0.96	0.73	1.06	1.00	18
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.17	0.33	1.00	1.09	1.01	9
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.15	0.38	1.07	1.68	1.11	7
IC-7	Hacer la información fácilmente accesible para uso independiente	1.00	0	1.00	1.00	1.00	3
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	0.82	0.58	0.50	0.96	0.50	4
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.51	0.65	1.31	0.83	1.00	12
LP-2	Espacio silencioso para actividades individuales	1.00	0	2.31	1.53	2.31	3
LP-3	Un sitio cómodo y acogedor	1.41	0.45	0.84	0.84	0.55	5
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	1.29	0.50	0.82	1.29	0.50	4
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.15	0	0	1.15	0	3
Overall:		0.90	0.44	0.69	0.83	0.79	18

5.3 Core Question Dimensions Summary for Estudiante de posgrado

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	8.38	8.79	8.58	0.20	-0.21	16
Information Control	8.17	8.55	8.16	-0.01	-0.39	18
Library as Place	8.04	8.75	8.12	0.07	-0.63	12
Overall	8.22	8.64	8.27	0.05	-0.37	18

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+ survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	0.83	0.40	0.59	1.00	0.59	16
Information Control	0.86	0.62	0.83	0.87	0.95	18
Library as Place	1.30	0.50	1.09	0.75	0.86	12
Overall	0.90	0.44	0.69	0.83	0.79	18

5.4 Local Question Summary for Estudiante de posgrado

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Calidad de las capacitaciones virtuales que da la Biblioteca	8.00	9.00	8.50	0.50	-0.50	2
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	8.50	9.00	8.50	0	-0.50	2
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	8.00	8.67	8.67	0.67	0	3
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	8.00	8.75	8.50	0.50	-0.25	4
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	7.33	8.67	8.67	1.33	0	3
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	7.60	8.60	8.40	0.80	-0.20	5

This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Calidad de las capacitaciones virtuales que da la Biblioteca	1.41	0	0.71	0.71	0.71	2
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	0.71	0	0.71	0	0.71	2
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	1.00	0.58	0.58	1.15	0	3
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	0.82	0.50	0.58	1.00	0.96	4
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	1.53	0.58	0.58	1.15	0	3
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	1.34	0.55	0.55	0.84	0.45	5

5.5 General Satisfaction Questions Summary for Estudiante de posgrado

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.44	0.73	9
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.30	1.06	10
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.17	0.86	18

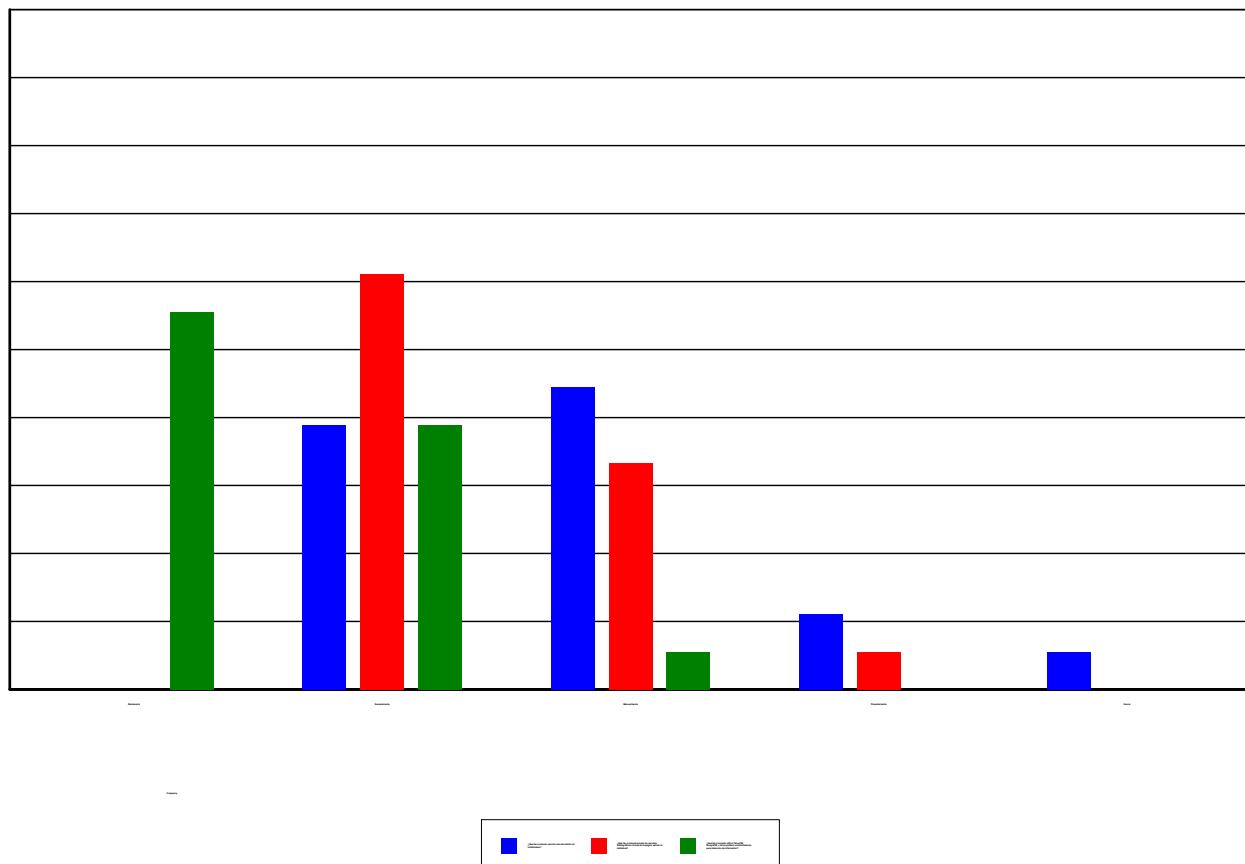
5.6 Information Literacy Outcomes Questions Summary for Estudiante de posgrado

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	8.00	1.07	8
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.38	1.06	8
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.33	1.12	9
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.13	0.83	8
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	7.83	1.17	6

5.7 Library Use Summary for Estudiante de posgrado

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Diariamente	Semanalmente	Mensualmente	Trimestralmente	Nunca	n/%
¿Qué tan a menudo usa los recursos dentro de la biblioteca?	0 0 %	7 38.89%	8 44.44%	2 11.11%	1 5.56%	18 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	0 0 %	11 61.11%	6 33.33%	1 5.56%	0 0 %	18 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	10 55.56%	7 38.89%	1 5.56%	0 0 %	0 0 %	18 100.00%

5.8 Special Question Summary for Estudiante de posgrado

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

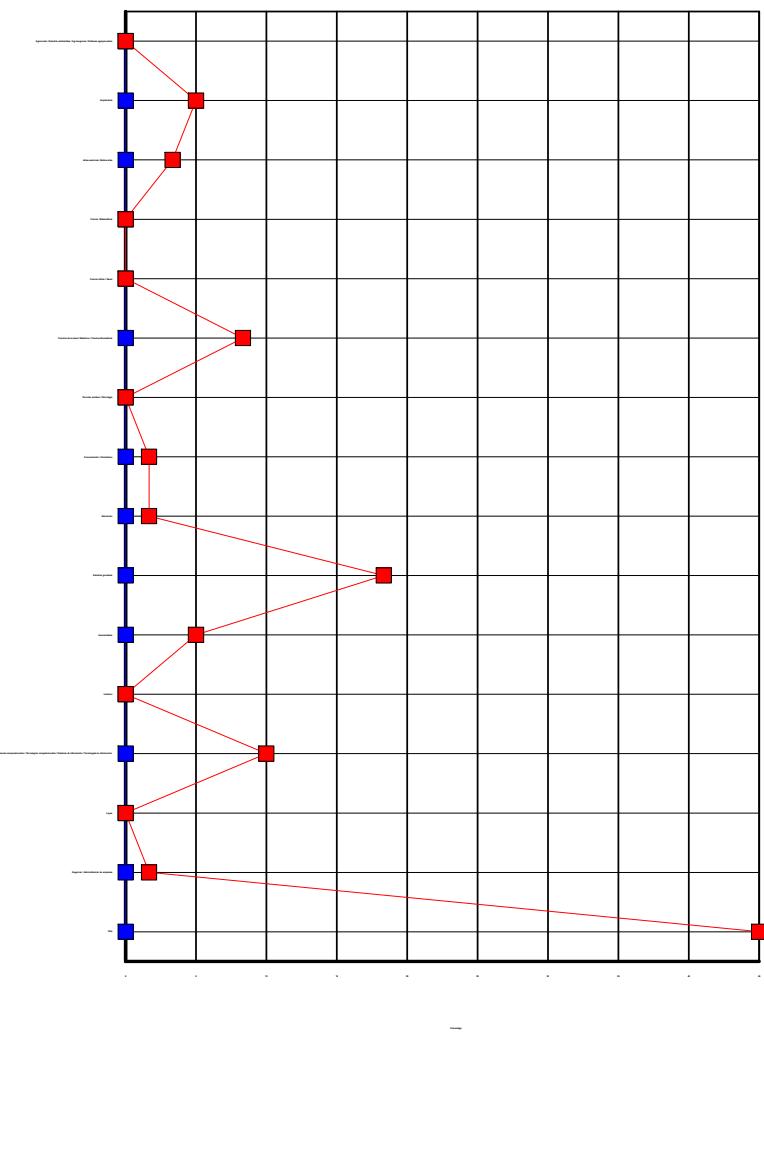
6 Profesor Summary for Universidad de Monterrey

6.1 Demographic Summary for Profesor

6.1.1 Population and Respondent Profiles for Profesor by Standard Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the LibQUAL+ standard discipline categories. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



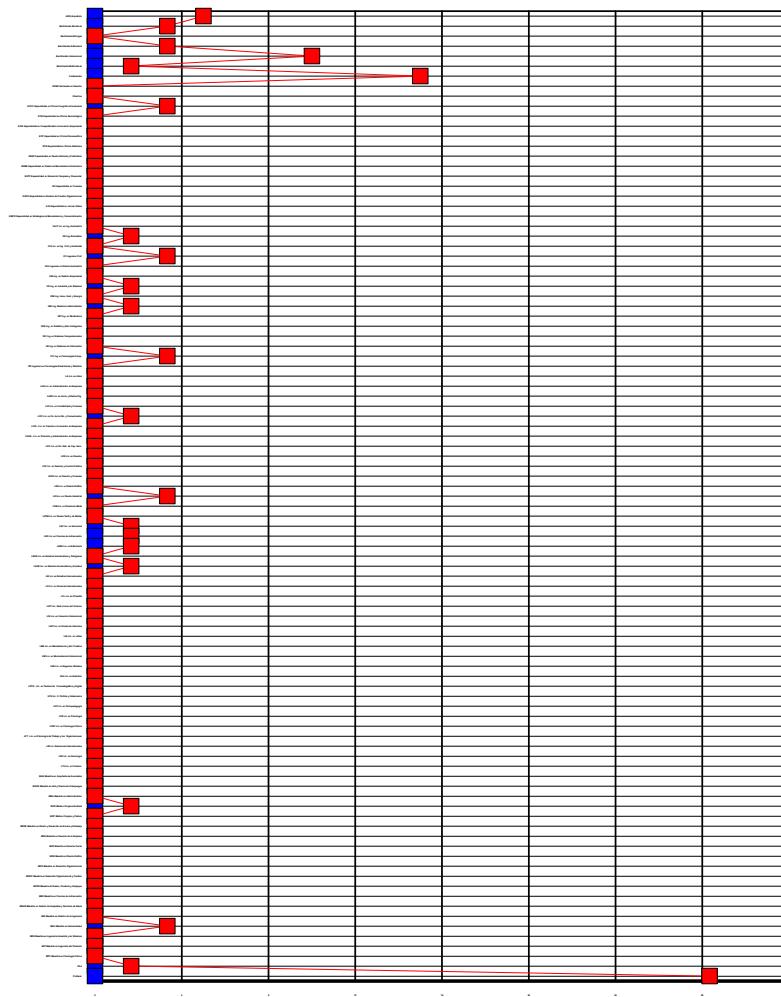
- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	0	0.00	0	0.00	0.00
Arquitectura	0	0.00	3	5.00	-5.00
Artes escénicas / Bellas artes	0	0.00	2	3.33	-3.33
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	0	0.00	5	8.33	-8.33
Ciencias sociales / Psicología	0	0.00	0	0.00	0.00
Comunicación / Periodismo	0	0.00	1	1.67	-1.67
Educación	0	0.00	1	1.67	-1.67
Estudios generales	0	0.00	11	18.33	-18.33
Humanidades	0	0.00	3	5.00	-5.00
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	0	0.00	6	10.00	-10.00
Leyes	0	0.00	0	0.00	0.00
Negocios / Administración de empresas	0	0.00	1	1.67	-1.67
Otra	0	0.00	27	45.00	-45.00
Total:	0	100.00	60	100.00	0.00

6.1.2 Population and Respondent Profiles for Profesor by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section.

This section shows survey respondents broken down based on the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



- █ Respondent Profile by Discipline
- █ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	0	0.00	3	5.00	-5.00
Bachillerato Bicultural	0	0.00	2	3.33	-3.33
Bachillerato Bilingüe	0	0.00	0	0.00	0.00
Bachillerato Enfermería	0	0.00	2	3.33	-3.33
Bachillerato Internacional	0	0.00	6	10.00	-10.00
Bachillerato Multicultural	0	0.00	1	1.67	-1.67
Colaborador	0	0.00	9	15.00	-15.00
DDER Doctorado en Derecho	0	0.00	0	0.00	0.00
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Congnitivo-Conductual	0	0.00	2	3.33	-3.33
ECG Especialidad en Clínica Gerontológica	0	0.00	0	0.00	0.00
ECIE Especialidad en Competitividad e Innovación Empresarial	0	0.00	0	0.00	0.00
ECP Especialidad en Clínica Psicoanalítica	0	0.00	0	0.00	0.00
ECS Especialidad en Clínica Sistémica	0	0.00	0	0.00	0.00
EDEP Especialidad en Diseño Editorial y Publicitario	0	0.00	0	0.00	0.00
EDME Especialidad en Diseño de Mercadotecnia Electrónica	0	0.00	0	0.00	0.00
EETP Especialidad en Educación Temprana y Preescolar	0	0.00	0	0.00	0.00
EFI Especialidad en Finanzas	0	0.00	0	0.00	0.00
EGCO Especialidad en Gestión del Cambio Organizacional	0	0.00	0	0.00	0.00
EJO Especialidad en Juicios Orales	0	0.00	0	0.00	0.00
EMCO Especialidad en Estrategias de Mercadotecnia y Comercialización	0	0.00	0	0.00	0.00
IAUT Lic. en Ing. Automotriz	0	0.00	0	0.00	0.00
IBI Ing. Biomédico	0	0.00	1	1.67	-1.67
ICA Lic. en Ing. Civil y Ambiental	0	0.00	0	0.00	0.00
ICI Ingeniero Civil	0	0.00	2	3.33	-3.33
IDA Ingeniero en Diseño Automotriz	0	0.00	0	0.00	0.00
IGE Ing. en Gestión Empresarial	0	0.00	0	0.00	0.00
IIS Ing. en Industrial y de Sistemas	0	0.00	1	1.67	-1.67
IISE Ing. Innov. Sust. y Energía	0	0.00	0	0.00	0.00
IMA Ing. Mecánico Administrador	0	0.00	1	1.67	-1.67
IMT Ing. en Mecatrónica	0	0.00	0	0.00	0.00
IRSI Ing. en Robótica y Sist. Inteligentes	0	0.00	0	0.00	0.00
ISC Ing. en Sistemas Computacionales	0	0.00	0	0.00	0.00
ISI Ing. en Sistemas de Información	0	0.00	0	0.00	0.00

ITC Ing. en Tecnologías Comp.	0	0.00	2	3.33	-3.33
ITR Ingeniero en Tecnologías Electrónicas y Robótica	0	0.00	0	0.00	0.00
LA Lic. en Artes	0	0.00	0	0.00	0.00
LAE Lic. en Administración de Empresas	0	0.00	0	0.00	0.00
LAED Lic. en Anim. y Efectos Dig.	0	0.00	0	0.00	0.00
LCF Lic. en Contabilidad y Finanzas	0	0.00	0	0.00	0.00
LCIC Lic. en Cs. de la Info. y Comunicación	0	0.00	1	1.67	-1.67
LCIE - Lic. en Creación e Innovación de Empresas	0	0.00	0	0.00	0.00
LDAE - Lic. en Dirección y Administración de Empresas	0	0.00	0	0.00	0.00
LDC Lic. en Dir. Estr. de Cap. Hum.	0	0.00	0	0.00	0.00
LDE Lic. en Derecho	0	0.00	0	0.00	0.00
LDF Lic. en Derecho y Función Pública	0	0.00	0	0.00	0.00
LDFN Lic. en Derecho y Finanzas	0	0.00	0	0.00	0.00
LDG Lic. en Diseño Gráfico	0	0.00	0	0.00	0.00
LDI Lic. en Diseño Industrial	0	0.00	2	3.33	-3.33
LDM Lic. en Diseño de Moda	0	0.00	0	0.00	0.00
LDTM Lic. en Diseño Textil y de Modas	0	0.00	0	0.00	0.00
LEC Lic. en Economía	0	0.00	1	1.67	-1.67
LED Lic. en Ciencias de la Educación	0	0.00	1	1.67	-1.67
LEEN Lic. en Enfermería	0	0.00	1	1.67	-1.67
LEHR Lic. en Estudios Humanísticos y Religiosos	0	0.00	0	0.00	0.00
LEHS Lic. en Estudios Humanísticos y Sociales	0	0.00	1	1.67	-1.67
LEI Lic. en Estudios Internacionales	0	0.00	0	0.00	0.00
LFI Lic. en Finanzas Internacionales	0	0.00	0	0.00	0.00
LFL Lic. en Filosofía	0	0.00	0	0.00	0.00
LGIT Lic. Gest e Innov del Turismo	0	0.00	0	0.00	0.00
LIN Lic. en Comercio Internacional	0	0.00	0	0.00	0.00
LINT Lic. en Diseño de Interiores	0	0.00	0	0.00	0.00
LLE Lic. en Letras	0	0.00	0	0.00	0.00
LME Lic. en Mercadotecnia y Est. Creativa	0	0.00	0	0.00	0.00
LMI Lic. en Mercadotecnia Internacional	0	0.00	0	0.00	0.00
LNG Lic. en Negocios Globales	0	0.00	0	0.00	0.00
LNU Lic. en Nutrición	0	0.00	0	0.00	0.00
LPCD - Lic. en Producción Cinematográfica y Digital	0	0.00	0	0.00	0.00
LPG Lic. C. Política y Gobernanza	0	0.00	0	0.00	0.00
LPP Lic. en Psicopedagogía	0	0.00	0	0.00	0.00
LPS Lic. en Psicología	0	0.00	0	0.00	0.00

LPSC Lic. en Psicología Clínica	0	0.00	0	0.00	0.00
LPT - Lic. en Psicología del Trabajo y las Organizaciones	0	0.00	0	0.00	0.00
LRI Lic. Relaciones Internacionales	0	0.00	0	0.00	0.00
LSO Lic. en Sociología	0	0.00	0	0.00	0.00
LTU Lic. en Turismo	0	0.00	0	0.00	0.00
MAA Maestría en Arquitecturas Avanzadas	0	0.00	0	0.00	0.00
MADV Maestría en Arte y Diseño de Videojuegos	0	0.00	0	0.00	0.00
MBA Maestría en Administración	0	0.00	0	0.00	0.00
MCD Médico Cirujano Dentista	0	0.00	1	1.67	-1.67
MCP Médico Cirujano y Partero	0	0.00	0	0.00	0.00
MDDE Maestría en Diseño y Desarrollo de Envase y Embalaje	0	0.00	0	0.00	0.00
MDE Maestría en Derecho de la Empresa	0	0.00	0	0.00	0.00
MDF Maestría en Derecho Fiscal	0	0.00	0	0.00	0.00
MDG Maestría en Diseño Gráfico	0	0.00	0	0.00	0.00
MDO Maestría en Desarrollo Organizacional	0	0.00	0	0.00	0.00
MDOC Maestría en Desarrollo Organizacional y Cambio	0	0.00	0	0.00	0.00
MDPE Maestría de Diseño, Producto y Empaque	0	0.00	0	0.00	0.00
MED Maestría en Ciencias de la Educación	0	0.00	0	0.00	0.00
MGHS Maestría en Gestión de Hospitales y Servicios de Salud	0	0.00	0	0.00	0.00
MGI Maestría en Gestión de la Ingeniería	0	0.00	0	0.00	0.00
MHU Maestría en Humanidades	0	0.00	2	3.33	-3.33
MIIS Maestría en Ingeniería Industrial y de Sistemas	0	0.00	0	0.00	0.00
MIP Maestría en Ingeniería del Producto	0	0.00	0	0.00	0.00
MPC Maestría en Psicología Clínica	0	0.00	0	0.00	0.00
Otra	0	0.00	1	1.67	-1.67
Profesor	0	0.00	17	28.33	-28.33
Total:	0	100.00	60	100.00	0.00

6.1.3 Respondent Profile by Género:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Género:	Respondents n	Respondents %
Femenino	36	61.02
Masculino	23	38.98
Total:	59	100.00

6.1.4 Respondent Profile by Edad:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Edad:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	6	10.00
31 - 45	20	33.33
46 - 65	31	51.67
Más de 65	3	5.00
Menos de 18	0	0.00
Total:	60	100.00

6.1.5 Respondent Profile by Answer to the Question: La biblioteca que utiliza más a menudo:

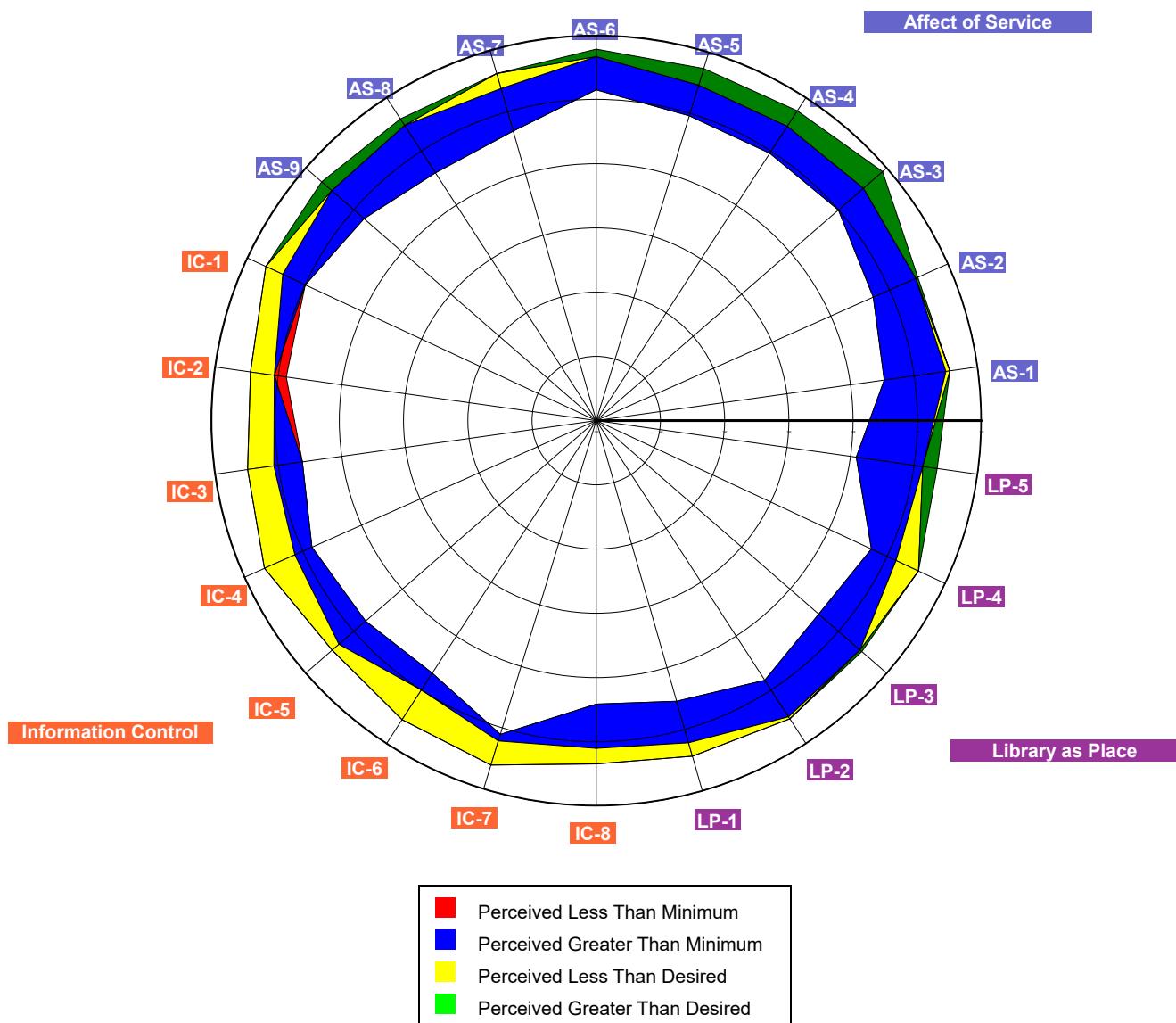
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	35	58.33
DEIS Muguerza Conchita	2	3.33
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	3	5.00
Otro	1	1.67
Unidad Fundadores	3	5.00
Unidad Obispado	1	1.67
Unidad San Pedro	12	20.00
Unidad Valle Alto	3	5.00
Total:	60	100.00

6.2 Core Questions Summary for Profesor

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

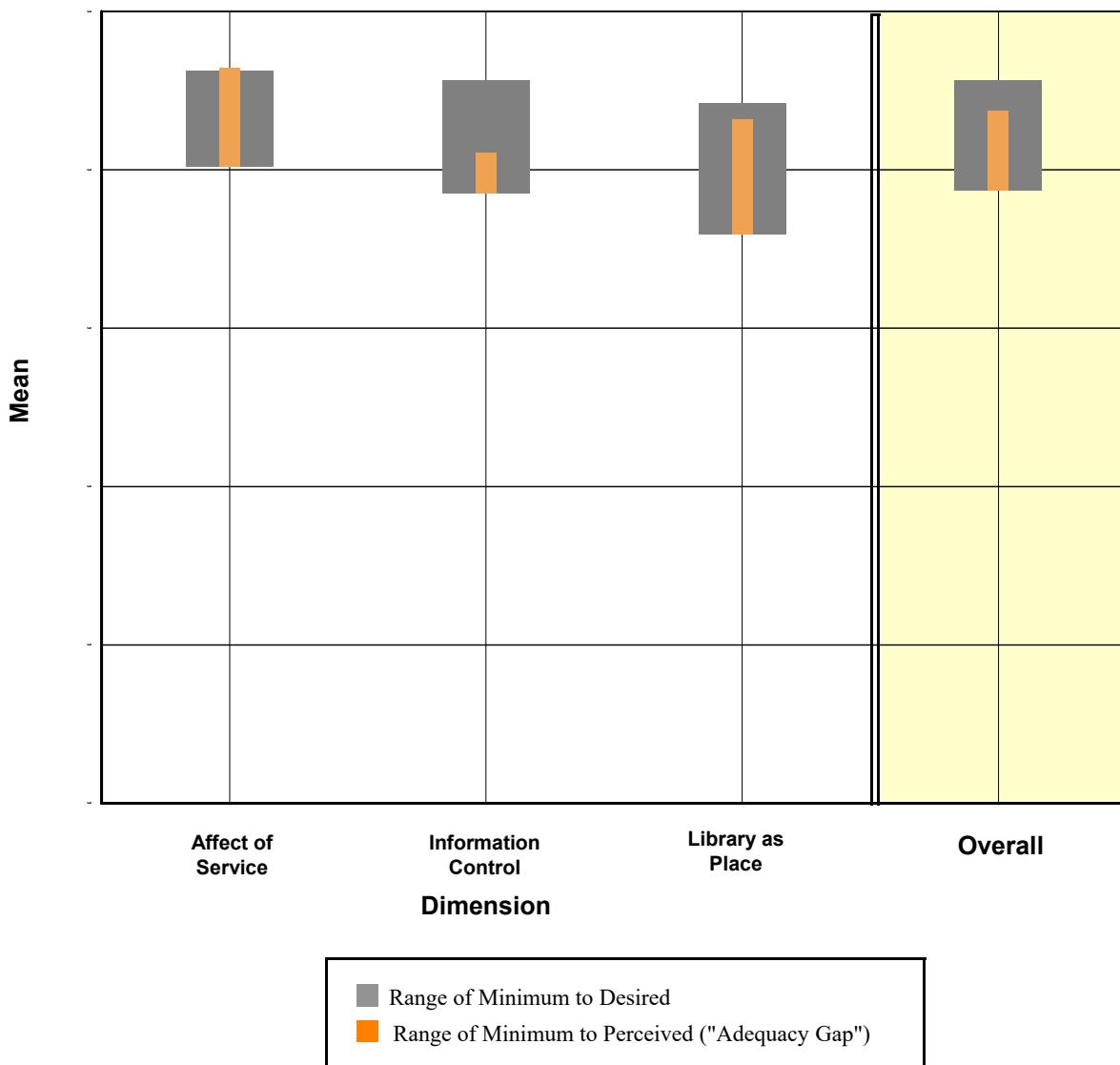


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.53	8.56	8.50	0.97	-0.06	32
AS-2	Dar a los usuarios atención individual	7.72	8.45	8.48	0.76	0.03	29
AS-3	Empleados con un trato consistentemente cortés	8.00	8.52	8.91	0.91	0.39	33
AS-4	Disposición para responder preguntas de los usuarios	7.96	8.46	8.75	0.79	0.29	28
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.96	8.46	8.73	0.77	0.27	26
AS-6	Empleados que se preocupan por atender a los usuarios	8.15	8.67	8.78	0.63	0.12	60
AS-7	Empleados que entienden las necesidades de sus usuarios	7.69	8.62	8.38	0.69	-0.24	29
AS-8	Disposición para ayudar a los usuarios	7.60	8.48	8.60	1.00	0.12	25
AS-9	Manejo confiable de problemas de servicio al usuario	7.79	8.46	8.67	0.88	0.21	24
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.00	8.68	8.39	0.39	-0.29	31
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.06	8.44	7.88	-0.19	-0.56	32
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.62	8.48	8.07	0.45	-0.41	29
IC-4	Los recursos electrónicos de información que necesito	7.84	8.66	8.14	0.29	-0.52	58
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.76	8.45	8.31	0.55	-0.14	29
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.69	8.55	8.00	0.31	-0.55	29
IC-7	Hacer la información fácilmente accesible para uso independiente	8.11	8.61	8.21	0.11	-0.39	28
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.41	8.34	8.10	0.69	-0.24	29
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.55	8.44	8.22	0.67	-0.22	55
LP-2	Espacio silencioso para actividades individuales	7.82	8.54	8.50	0.68	-0.04	28
LP-3	Un sitio cómodo y acogedor	7.59	8.44	8.48	0.89	0.04	27
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.73	8.54	8.15	0.42	-0.38	26
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.09	8.14	8.36	1.27	0.23	22
Overall:		7.87	8.57	8.37	0.50	-0.20	60

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	1.76	0.88	1.02	1.67	1.32	32
AS-2	Dar a los usuarios atención individual	1.36	0.95	0.78	1.30	1.15	29
AS-3	Empleados con un trato consistentemente cortés	1.46	1.12	0.38	1.49	1.06	33
AS-4	Disposición para responder preguntas de los usuarios	1.62	0.92	0.52	1.66	0.94	28
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.37	1.27	0.53	1.39	1.37	26
AS-6	Empleados que se preocupan por atender a los usuarios	1.33	0.71	0.61	1.23	0.96	60
AS-7	Empleados que entienden las necesidades de sus usuarios	1.65	0.82	0.98	1.47	1.24	29
AS-8	Disposición para ayudar a los usuarios	1.58	0.96	0.71	1.55	1.24	25
AS-9	Manejo confiable de problemas de servicio al usuario	1.50	0.98	0.56	1.48	1.10	24
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.55	0.91	0.88	1.36	1.13	31
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.16	1.11	1.29	1.12	1.13	32
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.97	0.91	1.13	1.57	0.91	29
IC-4	Los recursos electrónicos de información que necesito	1.32	0.71	1.19	1.41	1.30	58
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.64	0.95	0.89	1.59	1.19	29
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.56	0.91	1.20	1.69	1.45	29
IC-7	Hacer la información fácilmente accesible para uso independiente	1.50	0.99	1.13	1.75	1.42	28
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.90	1.20	1.08	1.93	1.62	29
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.77	0.88	1.36	2.04	1.52	55
LP-2	Espacio silencioso para actividades individuales	1.66	0.96	0.79	1.70	1.04	28
LP-3	Un sitio cómodo y acogedor	1.62	1.25	0.80	1.48	1.34	27
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	1.54	1.03	1.26	1.47	1.24	26
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	2.16	1.42	1.09	1.91	1.48	22
Overall:		1.23	0.70	0.72	1.06	0.90	60

6.3 Core Question Dimensions Summary for Profesor

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	8.02	8.62	8.64	0.62	0.02	60
Information Control	7.85	8.57	8.11	0.26	-0.46	60
Library as Place	7.59	8.42	8.32	0.72	-0.10	55
Overall	7.87	8.57	8.37	0.50	-0.20	60

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.23	0.70	0.67	1.10	0.96	60
Information Control	1.26	0.74	0.93	1.15	1.06	60
Library as Place	1.58	0.90	1.03	1.51	1.10	55
Overall	1.23	0.70	0.72	1.06	0.90	60

6.4 Local Question Summary for Profesor

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Calidad de las capacitaciones virtuales que da la Biblioteca	7.42	8.16	8.58	1.16	0.42	19
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	7.46	8.38	8.31	0.85	-0.08	26
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.79	8.29	8.61	0.82	0.32	28
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	7.36	8.40	8.44	1.08	0.04	25
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	7.48	8.28	8.24	0.76	-0.04	25
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	8.00	8.54	8.79	0.79	0.25	24

This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Calidad de las capacitaciones virtuales que da la Biblioteca	1.68	1.34	0.61	1.46	1.26	19
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	1.75	1.20	1.05	1.76	1.38	26
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	1.57	1.36	0.69	1.63	1.36	28
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	1.70	1.04	0.92	1.71	1.17	25
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	1.66	1.06	0.88	1.51	1.06	25
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	1.35	1.02	0.59	1.28	0.99	24

6.5 General Satisfaction Questions Summary for Profesor

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.69	0.69	32
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.43	0.83	47
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.58	0.70	60

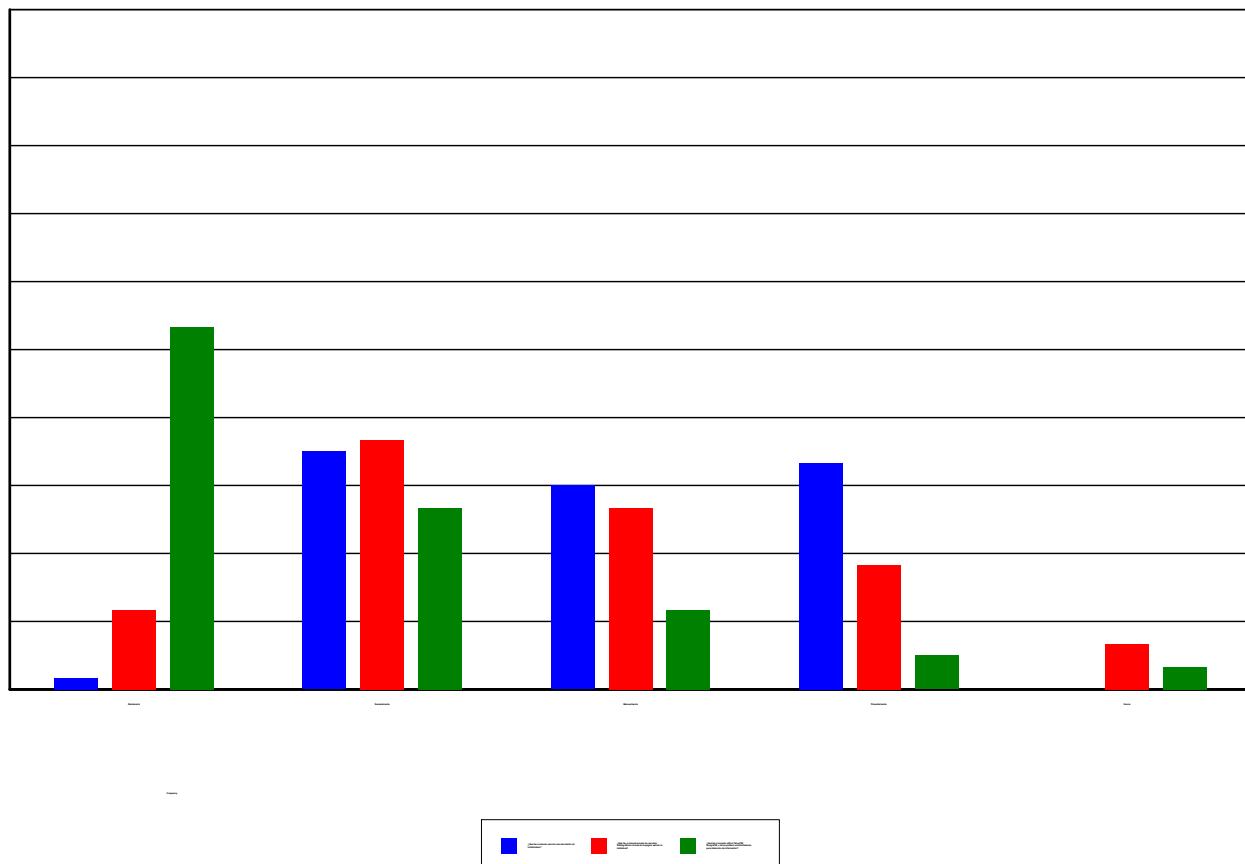
6.6 Information Literacy Outcomes Questions Summary for Profesor

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	8.04	1.37	27
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.40	0.91	35
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.43	0.78	40
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.19	1.35	36
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.18	1.34	39

6.7 Library Use Summary for Profesor

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Diariamente	Semanalmente	Mensualmente	Trimestralmente	Nunca	n/%
¿Qué tan a menudo usa los recursos dentro de la biblioteca?	1 1.67%	21 35.00%	18 30.00%	20 33.33%	0 0 %	60 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	7 11.67%	22 36.67%	16 26.67%	11 18.33%	4 6.67%	60 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	32 53.33%	16 26.67%	7 11.67%	3 5.00%	2 3.33%	60 100.00%

6.8 Special Question Summary for Profesor

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

7 Personal de biblioteca Summary for Universidad de Monterrey

7.1 Demographic Summary for Personal de biblioteca

7.1.1 Respondent Profile by Género:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Género:	Respondents n	Respondents %
Femenino	5	83.33
Masculino	1	16.67
Total:	6	100.00

7.1.2 Respondent Profile by Edad:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Edad:	Respondents n	Respondents %
18 - 22	1	16.67
23 - 30	0	0.00
31 - 45	3	50.00
46 - 65	2	33.33
Más de 65	0	0.00
Menos de 18	0	0.00
Total:	6	100.00

7.1.3 Respondent Profile by Answer to the Question: La biblioteca que utiliza más a menudo:

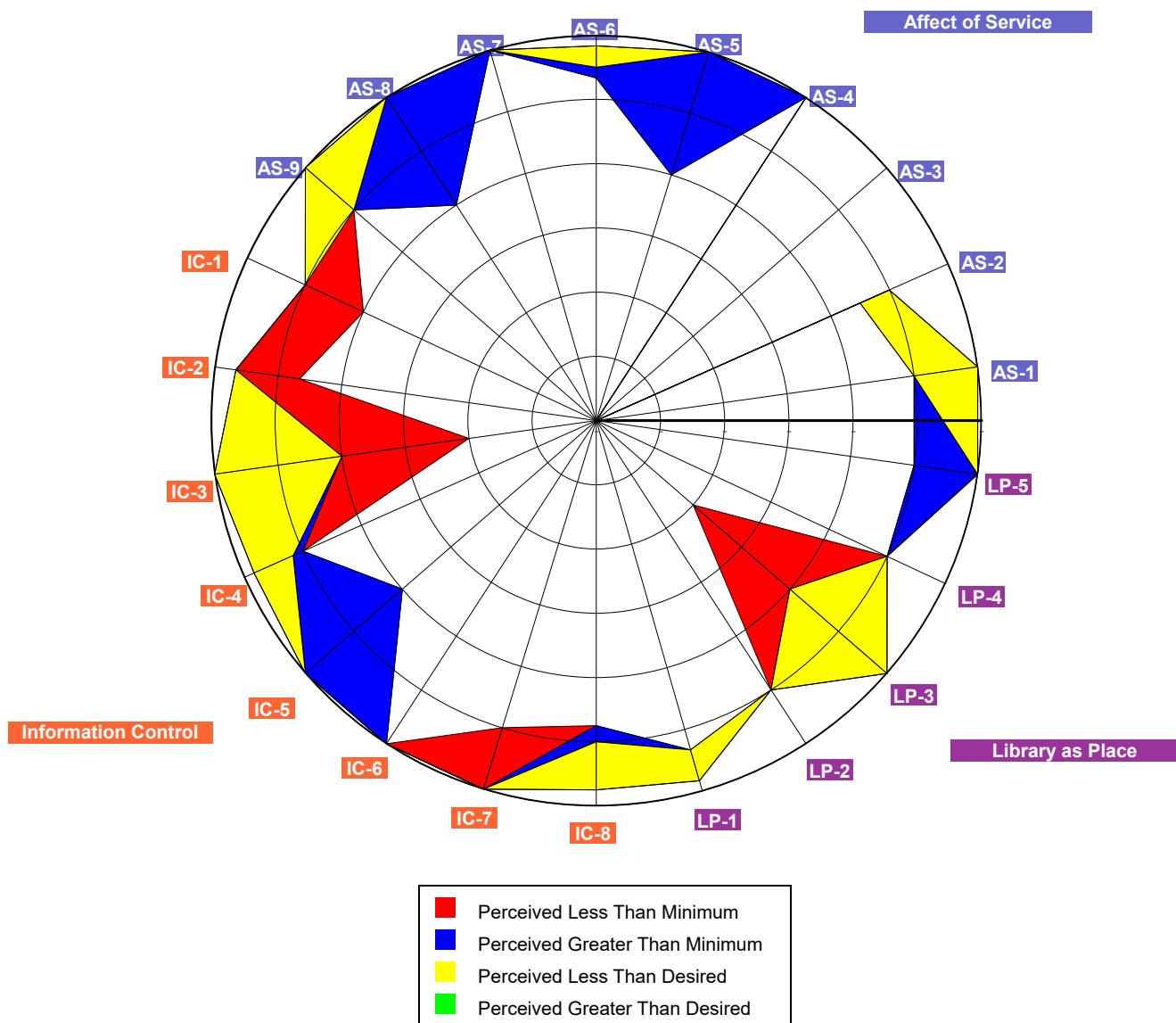
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	5	83.33
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	1	16.67
Otro	0	0.00
Unidad Fundadores	0	0.00
Unidad Obispado	0	0.00
Unidad San Pedro	0	0.00
Unidad Valle Alto	0	0.00
Total:	6	100.00

7.2 Core Questions Summary for Personal de biblioteca

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

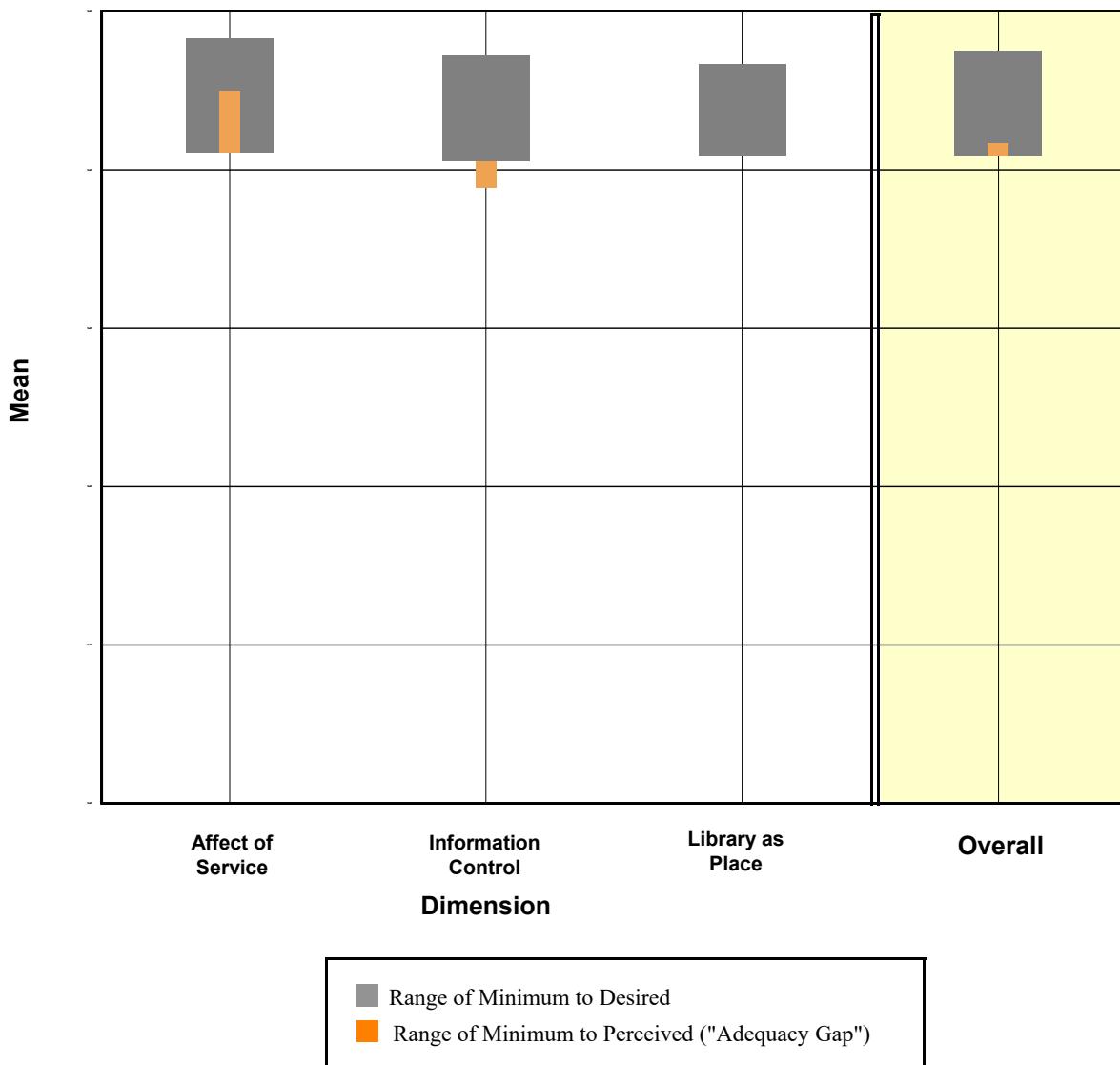


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	8.00	9.00	8.00	0.00	-1.00	1
AS-2	Dar a los usuarios atención individual	7.50	8.00	7.50	0.00	-0.50	2
AS-3	Empleados con un trato consistentemente cortés					0	
AS-4	Disposición para responder preguntas de los usuarios	9.00	9.00	9.00	0.00	0.00	1
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.00	9.00	9.00	2.00	0.00	2
AS-6	Empleados que se preocupan por atender a los usuarios	8.33	8.83	8.50	0.17	-0.33	6
AS-7	Empleados que entienden las necesidades de sus usuarios	9.00	9.00	9.00	0.00	0.00	3
AS-8	Disposición para ayudar a los usuarios	7.00	9.00	9.00	2.00	0.00	1
AS-9	Manejo confiable de problemas de servicio al usuario	8.00	9.00	8.00	0.00	-1.00	2
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.00	8.00	7.00	-1.00	-1.00	1
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.67	8.67	7.67	-1.00	-1.00	3
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.00	9.00	5.00	-2.00	-4.00	1
IC-4	Los recursos electrónicos de información que necesito	8.00	8.83	8.17	0.17	-0.67	6
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.00	9.00	9.00	2.00	0.00	1
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	9.00	9.00	9.00	0.00	0.00	1
IC-7	Hacer la información fácilmente accesible para uso independiente	9.00	8.00	8.00	-1.00	0.00	1
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.75	8.75	8.00	0.25	-0.75	4
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	8.33	8.83	8.33	0.00	-0.50	6
LP-2	Espacio silencioso para actividades individuales	8.00	8.00	8.00	0.00	0.00	1
LP-3	Un sitio cómodo y acogedor	7.00	9.00	5.00	-2.00	-4.00	1
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	8.00	8.00	8.00	0.00	0.00	2
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	8.00	9.00	9.00	1.00	0.00	2
Overall:		8.08	8.75	8.17	0.08	-0.58	6

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios						1
AS-2	Dar a los usuarios atención individual	0.71	1.41	0.71	0	0.71	2
AS-3	Empleados con un trato consistentemente cortés						0
AS-4	Disposición para responder preguntas de los usuarios						1
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	0	0	0	0	0	2
AS-6	Empleados que se preocupan por atender a los usuarios	1.03	0.41	0.84	0.98	0.82	6
AS-7	Empleados que entienden las necesidades de sus usuarios	0	0	0	0	0	3
AS-8	Disposición para ayudar a los usuarios						1
AS-9	Manejo confiable de problemas de servicio al usuario	1.41	0	1.41	0	1.41	2
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina						1
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	0.58	0.58	0.58	0	1.00	3
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo						1
IC-4	Los recursos electrónicos de información que necesito	1.10	0.41	0.98	0.98	0.82	6
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito						1
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo						1
IC-7	Hacer la información fácilmente accesible para uso independiente						1
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	0.96	0.50	1.41	1.26	1.50	4
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.03	0.41	0.82	1.10	0.84	6
LP-2	Espacio silencioso para actividades individuales						1
LP-3	Un sitio cómodo y acogedor						1
LP-4	Un espacio que me permite aislar para estudiar, aprender o investigar	1.41	1.41	1.41	0	0	2
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.41	0	0	1.41	0	2
Overall:		0.91	0.31	0.90	0.95	0.94	6

7.3 Core Question Dimensions Summary for Personal de biblioteca

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	8.11	8.83	8.50	0.39	-0.33	6
Information Control	8.06	8.72	7.89	-0.17	-0.83	6
Library as Place	8.08	8.67	8.08	0	-0.58	6
Overall	8.08	8.75	8.17	0.08	-0.58	6

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+ survey, where *n* is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	0.91	0.41	0.59	0.85	0.56	6
Information Control	0.95	0.33	1.19	1.13	1.17	6
Library as Place	0.92	0.41	1.11	1.05	1.20	6
Overall	0.91	0.31	0.90	0.95	0.94	6

7.4 Local Question Summary for Personal de biblioteca

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Calidad de las capacitaciones virtuales que da la Biblioteca	7.00	9.00	8.00	1.00	-1.00	2
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	9.00	9.00	9.00	0	0	1
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	9.00	9.00	9.00	0	0	1
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	8.00	8.00	8.00	0	0	1
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	9.00	9.00	9.00	0	0	1
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp						0

This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Calidad de las capacitaciones virtuales que da la Biblioteca	0	0	1.41	1.41	1.41	2
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital						1
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)						1
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)						1
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.						1
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp						0

7.5 General Satisfaction Questions Summary for Personal de biblioteca

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	9.00	0	3
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.67	0.58	3
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.83	0.41	6

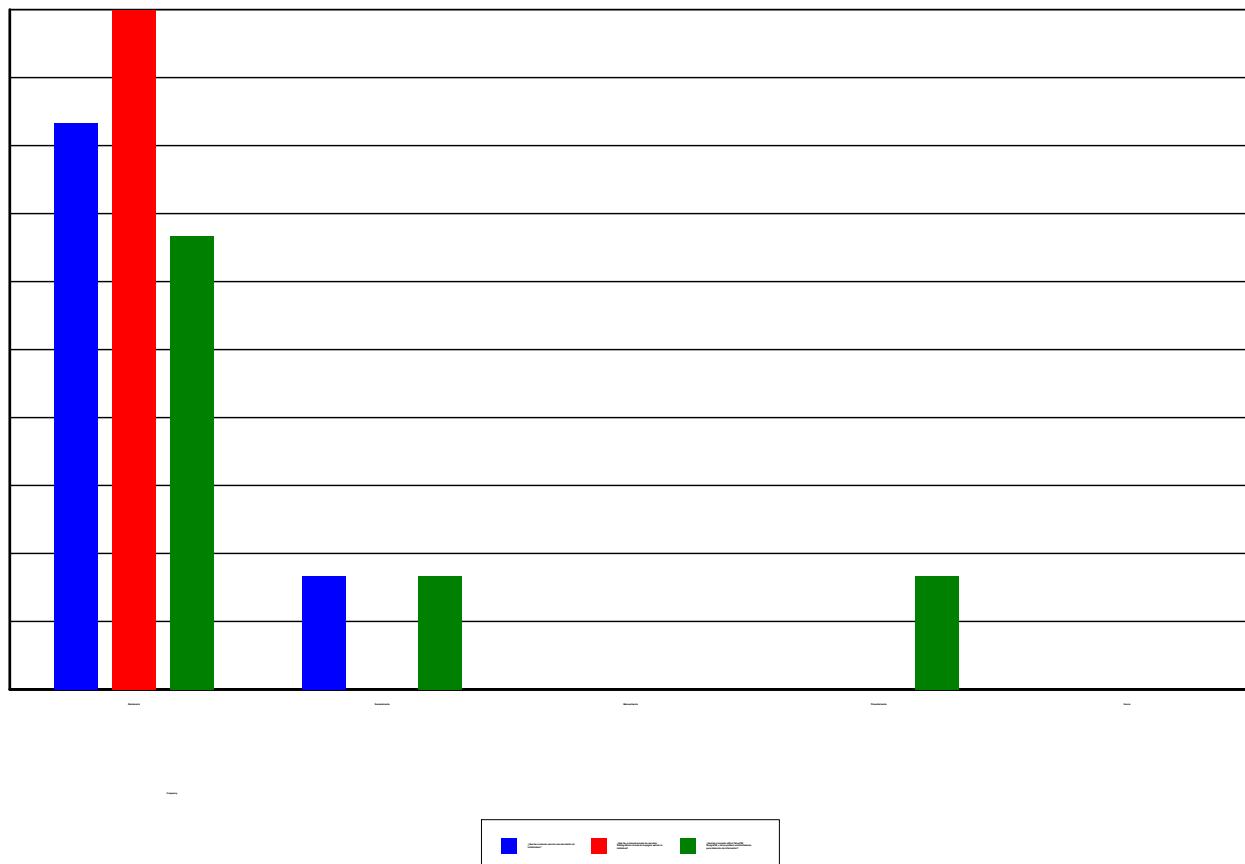
7.6 Information Literacy Outcomes Questions Summary for Personal de biblioteca

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	9.00	0	2
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.			0
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.50	0.58	4
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.67	0.58	3
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	9.00	0	3

7.7 Library Use Summary for Personal de biblioteca

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Diariamente	Semanalmente	Mensualmente	Trimestralmente	Nunca	n/%
¿Qué tan a menudo usa los recursos dentro de la biblioteca?	5 83.33%	1 16.67%	0 0 %	0 0 %	0 0 %	6 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	6 100.00%	0 0 %	0 0 %	0 0 %	0 0 %	6 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	4 66.67%	1 16.67%	0 0 %	1 16.67%	0 0 %	6 100.00%

7.8 Special Question Summary for Personal de biblioteca

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

8 Colaborador UDEM Summary for Universidad de Monterrey

8.1 Demographic Summary for Colaborador UDEM

8.1.1 Respondent Profile by Género:

The table below shows a breakdown of survey respondents by sex, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section*. The number and percentage for each sex are given for the general population and for survey respondents.

*Note: Participating institutions were not required to complete the Representativeness section. When population data is missing or incomplete, it is because this data was not provided.

Género:	Respondents n	Respondents %
Femenino	23	63.89
Masculino	13	36.11
Total:	36	100.00

8.1.2 Respondent Profile by Edad:

This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of the total number of respondents represented by each age group are displayed.

Edad:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	8	22.22
31 - 45	13	36.11
46 - 65	14	38.89
Más de 65	1	2.78
Menos de 18	0	0.00
Total:	36	100.00

8.1.3 Respondent Profile by Answer to the Question: La biblioteca que utiliza más a menudo:

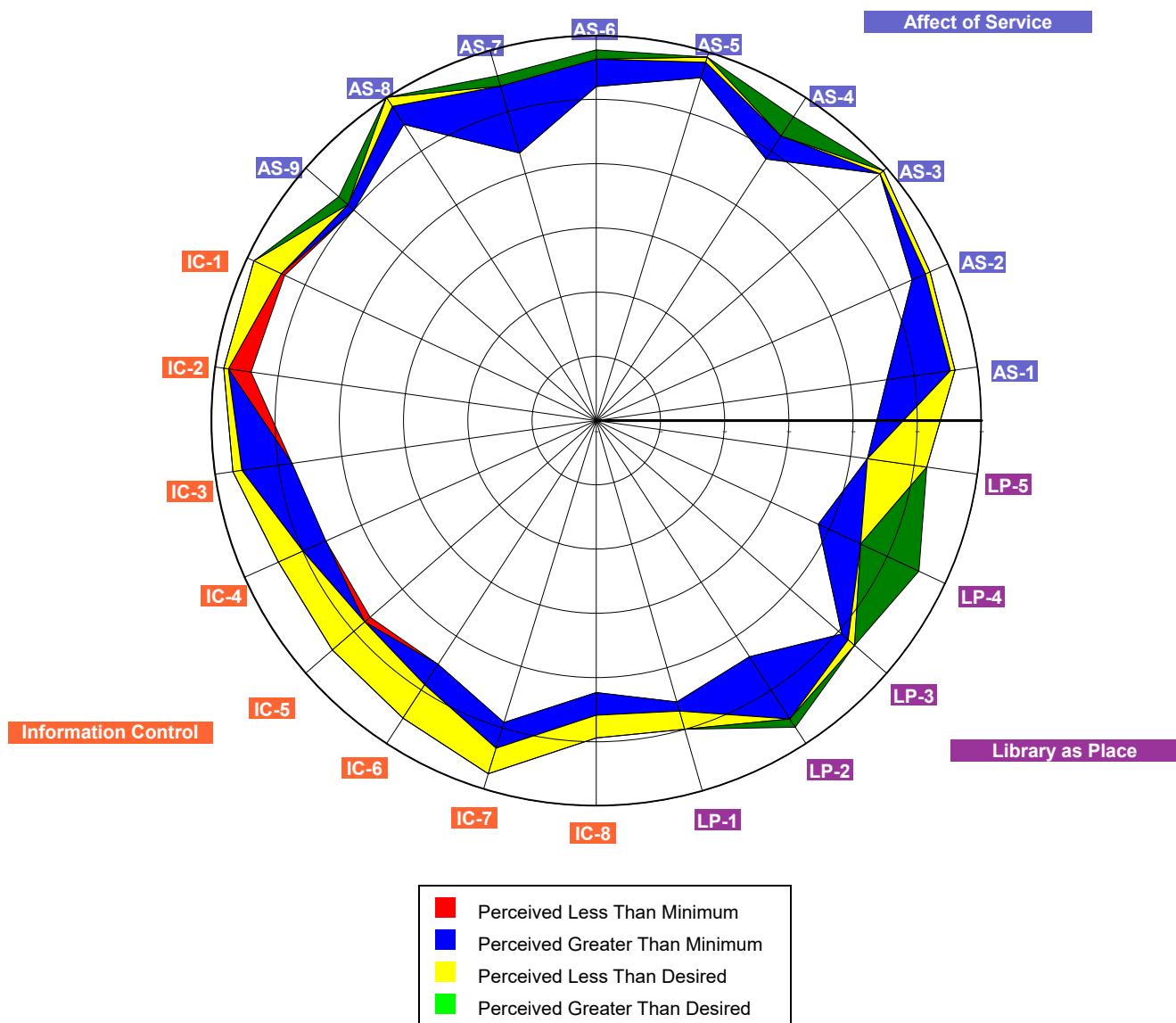
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	29	80.56
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	1	2.78
Escuela de Enfermería	0	0.00
Otro	0	0.00
Unidad Fundadores	1	2.78
Unidad Obispado	0	0.00
Unidad San Pedro	4	11.11
Unidad Valle Alto	1	2.78
Total:	36	100.00

8.2 Core Questions Summary for Colaborador UDEM

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The following two tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)

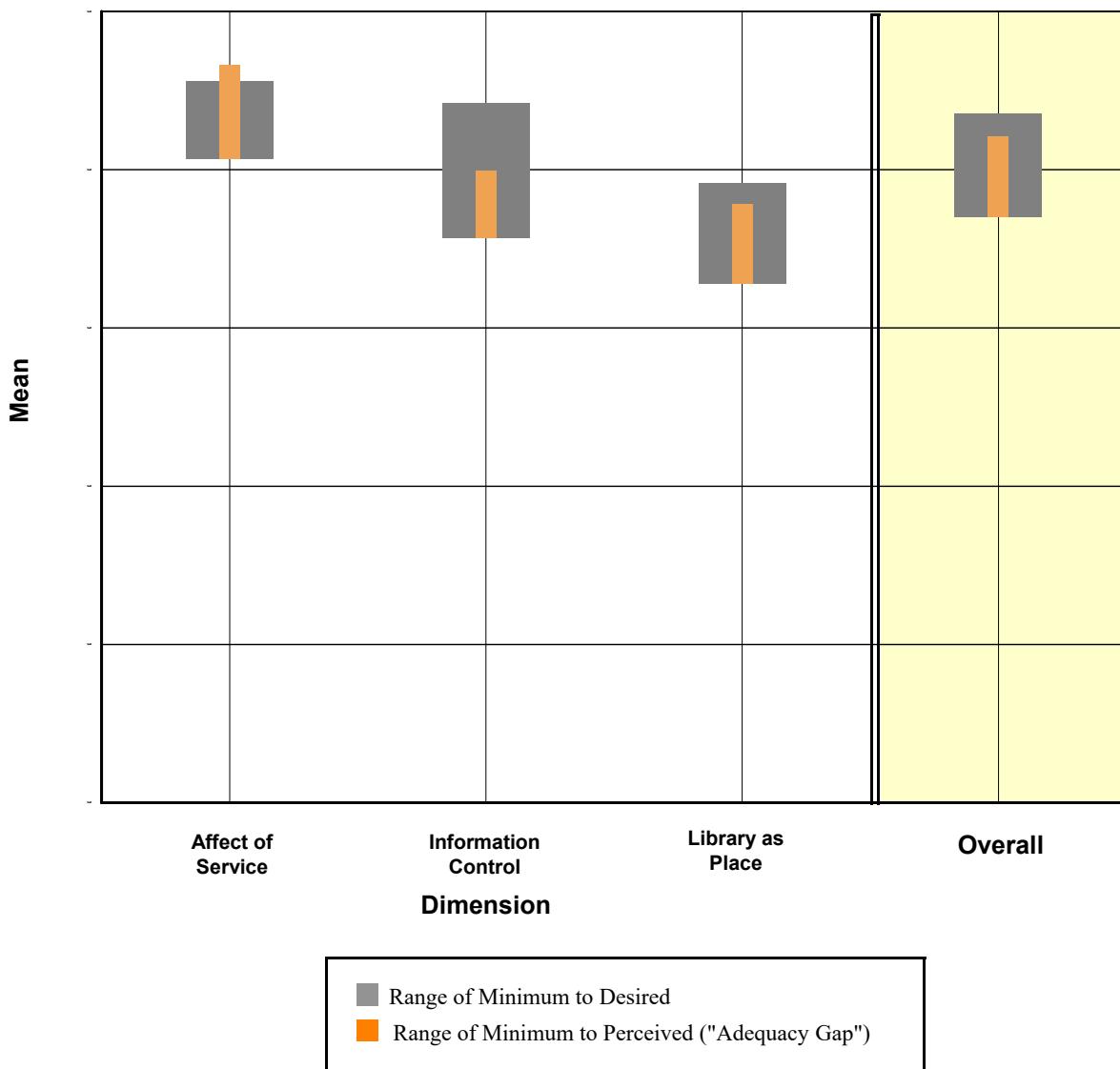


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.57	8.64	8.57	1.00	-0.07	14
AS-2	Dar a los usuarios atención individual	8.38	8.69	8.62	0.23	-0.08	13
AS-3	Empleados con un trato consistentemente cortés	8.86	8.93	8.86	0.00	-0.07	14
AS-4	Disposición para responder preguntas de los usuarios	7.86	8.29	8.64	0.79	0.36	14
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	8.58	8.92	8.83	0.25	-0.08	12
AS-6	Empleados que se preocupan por atender a los usuarios	8.20	8.63	8.77	0.57	0.14	35
AS-7	Empleados que entienden las necesidades de sus usuarios	7.33	8.42	8.58	1.25	0.17	12
AS-8	Disposición para ayudar a los usuarios	8.50	9.00	8.83	0.33	-0.17	18
AS-9	Manejo confiable de problemas de servicio al usuario	8.00	8.13	8.31	0.31	0.19	16
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.41	8.88	8.35	-0.06	-0.53	17
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.79	8.86	8.43	-0.36	-0.43	14
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.79	8.71	8.57	0.79	-0.14	14
IC-4	Los recursos electrónicos de información que necesito	7.61	8.42	8.00	0.39	-0.42	36
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.78	8.44	7.67	-0.11	-0.78	9
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.52	8.52	7.90	0.38	-0.62	21
IC-7	Hacer la información fácilmente accesible para uso independiente	7.92	8.75	8.33	0.42	-0.42	12
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.24	7.94	7.59	0.35	-0.35	17
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.56	8.00	7.71	0.15	-0.29	34
LP-2	Espacio silencioso para actividades individuales	7.38	8.54	8.69	1.31	0.15	13
LP-3	Un sitio cómodo y acogedor	8.07	8.33	8.20	0.13	-0.13	15
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	6.82	7.55	8.55	1.73	1.00	11
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.27	8.20	7.27	0.00	-0.93	15
Overall:		7.70	8.35	8.21	0.51	-0.14	36

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	2.28	0.84	0.65	2.25	0.47	14
AS-2	Dar a los usuarios atención individual	0.96	0.48	0.51	0.93	0.49	13
AS-3	Empleados con un trato consistentemente cortés	0.36	0.27	0.36	0.55	0.47	14
AS-4	Disposición para responder preguntas de los usuarios	2.11	1.44	0.84	1.63	1.22	14
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	0.79	0.29	0.58	1.06	0.67	12
AS-6	Empleados que se preocupan por atender a los usuarios	1.91	1.00	0.60	1.69	0.81	35
AS-7	Empleados que entienden las necesidades de sus usuarios	2.50	1.16	0.90	2.38	0.58	12
AS-8	Disposición para ayudar a los usuarios	1.04	0	0.38	0.97	0.38	18
AS-9	Manejo confiable de problemas de servicio al usuario	2.16	2.16	1.62	2.52	2.48	16
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.00	0.33	1.17	1.20	1.18	17
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	0.58	0.36	1.09	1.15	1.09	14
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.37	0.61	0.65	1.31	0.77	14
IC-4	Los recursos electrónicos de información que necesito	2.06	1.08	1.55	1.93	1.50	36
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	2.28	1.33	1.58	2.20	1.72	9
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	2.14	1.33	1.76	2.48	2.29	21
IC-7	Hacer la información fácilmente accesible para uso independiente	2.31	0.45	1.15	2.71	1.16	12
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.19	1.34	1.77	1.93	1.32	17
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	2.25	1.72	1.83	1.78	1.29	34
LP-2	Espacio silencioso para actividades individuales	2.36	0.66	0.48	2.36	0.55	13
LP-3	Un sitio cómodo y acogedor	1.28	1.11	1.26	1.60	1.13	15
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	2.64	2.81	0.69	2.72	2.86	11
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	2.09	1.42	2.25	1.65	2.02	15
Overall:		1.78	1.00	0.98	1.60	0.94	36

8.3 Core Question Dimensions Summary for Colaborador UDEM

On the chart below, scores for each dimension of library service quality have been plotted graphically. The exterior bars represent the range of minimum to desired mean scores for each dimension. The interior bars represent the range of minimum to perceived mean scores (the service adequacy gap) for each dimension of library service quality.



The following table displays mean scores for each dimension of library service quality measured by the LibQUAL+® survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	8.07	8.56	8.66	0.60	0.10	36
Information Control	7.57	8.42	7.99	0.43	-0.43	36
Library as Place	7.28	7.91	7.78	0.50	-0.13	34
Overall	7.70	8.35	8.21	0.51	-0.14	36

The following table displays standard deviation for each dimension of library service quality measured by the LibQUAL+ survey, where n is the number of respondents for each particular dimension. (For a more detailed explanation of the headings, see the Introduction to this notebook.) A complete listing of the survey questions and their dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.90	1.12	0.65	1.77	0.99	36
Information Control	1.86	0.92	1.47	1.71	1.42	36
Library as Place	2.21	1.71	1.56	1.98	1.53	34
Overall	1.78	1.00	0.98	1.60	0.94	36

8.4 Local Question Summary for Colaborador UDEM

This table shows mean scores of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Calidad de las capacitaciones virtuales que da la Biblioteca	8.18	8.55	8.00	-0.18	-0.55	11
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	7.93	8.80	8.60	0.67	-0.20	15
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	8.50	8.80	8.50	0	-0.30	10
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	8.08	8.67	8.50	0.42	-0.17	12
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	8.36	8.55	8.36	0	-0.18	11
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	8.25	8.58	8.58	0.33	0	12

This table displays the standard deviations of each of the local questions added by the individual library or consortium, where n is the number of respondents for each particular question. For a more detailed explanation of the headings, see the introduction to this notebook.

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Calidad de las capacitaciones virtuales que da la Biblioteca	1.54	1.21	1.34	1.54	1.29	11
Disponibilidad de ayuda en línea al usar recursos de la Biblioteca Digital	2.22	0.41	0.83	2.41	0.86	15
La biblioteca ha implementado reactivamente recursos y servicios durante la crisis sanitaria (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	0.85	0.42	0.97	1.41	1.06	10
La biblioteca ofrece recursos, servicios y eventos alternativos satisfactorios durante la crisis de salud (exposiciones y conferencias virtuales, sesiones y talleres a distancia, selección de libros electrónicos)	1.00	0.49	1.17	1.31	1.03	12
La promoción de los servicios, capacitaciones, avisos importantes y eventos, ha sido suficiente para enterarte de todo lo que Biblioteca tiene para ti.	1.29	1.21	1.21	1.84	1.83	11
Obtener ayuda de un bibliotecario de manera conveniente y en formas distintas a la presencial , por ejemplo: chat, videollamada, correo electrónico, WhatsApp	1.29	1.16	1.16	1.92	1.76	12

8.5 General Satisfaction Questions Summary for Colaborador UDEM

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where n is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.46	1.44	24
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.63	0.68	19
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.58	1.11	36

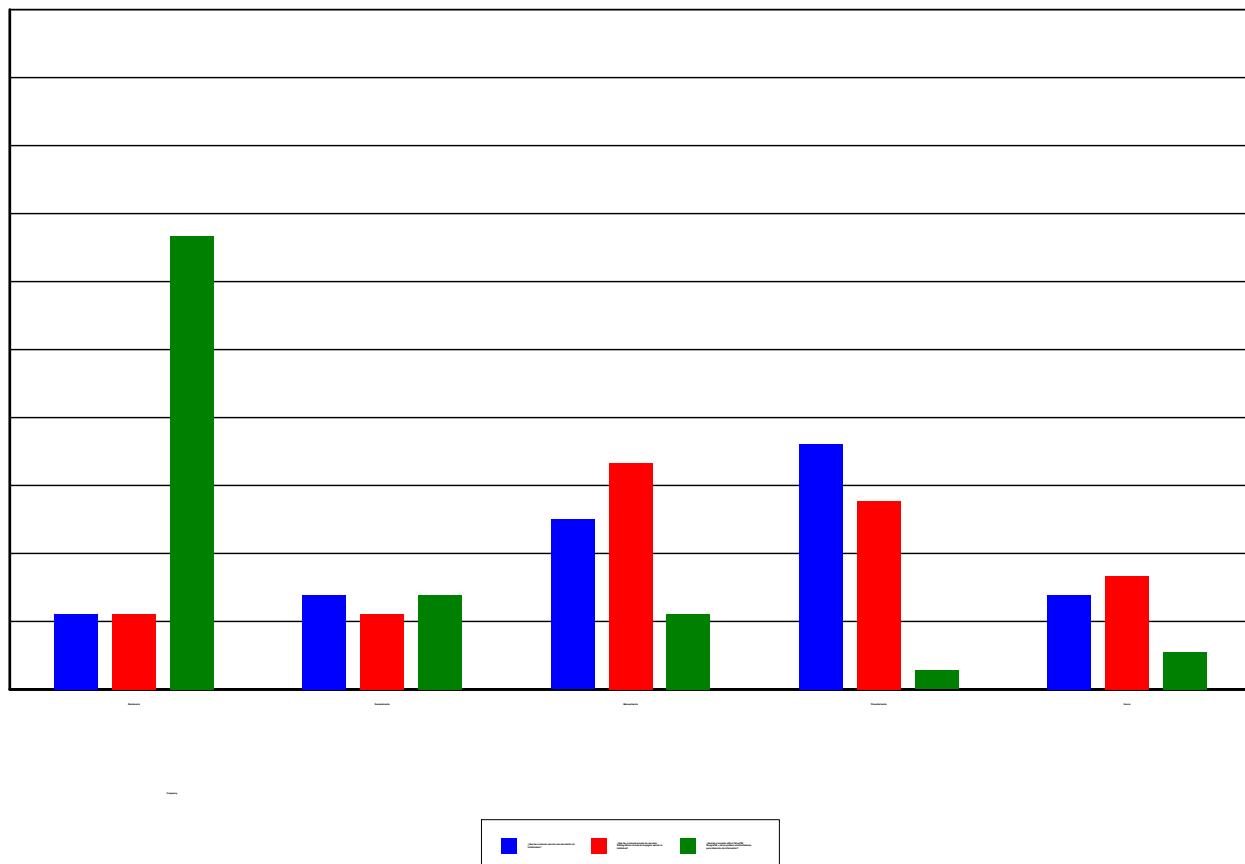
8.6 Information Literacy Outcomes Questions Summary for Colaborador UDEM

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+ survey, in which respondents rated their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.60	2.20	15
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.50	2.09	18
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.14	1.31	21
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.24	1.37	21
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.67	0.97	18

8.7 Library Use Summary for Colaborador UDEM

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.



	Diariamente	Semanalmente	Mensualmente	Trimestralmente	Nunca	n/%
¿Qué tan a menudo usa los recursos dentro de la biblioteca?	4 11.11%	5 13.89%	9 25.00%	13 36.11%	5 13.89%	36 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	4 11.11%	4 11.11%	12 33.33%	10 27.78%	6 16.67%	36 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	24 66.67%	5 13.89%	4 11.11%	1 2.78%	2 5.56%	36 100.00%

8.8 Special Question Summary for Colaborador UDEM

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

Appendix A: LibQUAL+® Dimensions

LibQUAL+ measures dimensions of perceived library quality—that is, each survey question is part of a broader category (a dimension), and scores within those categories are analyzed in order to derive more general information about library users' perceptions of service. These dimensions were first based on the original SERVQUAL survey instrument (the framework for the LibQUAL+ survey tool; for more information on the origins of LibQUAL+, go to <<http://www.libqual.org/Publications/>>). The LibQUAL+ survey dimensions have evolved with each iteration, becoming more refined and focused for application to the library context. Dimensions for each iteration of the LibQUAL+ survey are outlined below.

LibQUAL+ 2000 Dimensions

The 2000 iteration of the LibQUAL+ survey, which had 41 questions, measured eight separate dimensions:

- Assurance (the knowledge and courtesy of employees, and their ability to convey trust and confidence)
- Empathy (caring, individual attention)
- Library as Place (library as a sanctuary/haven or site for learning and contemplation)
- Reliability (ability to perform the promised service dependably and accurately)
- Responsiveness (willingness to help customers and provide prompt service)
- Tangibles (appearance of physical facilities, equipment, personnel and communications materials)
- Instructions/Custom Items
- Self-Reliance

LibQUAL+ 2001 Dimensions

After careful analysis of the results from the 2000 survey, the dimensions were further refined to re-ground the SERVQUAL items in the library context. Four sub-dimensions resulted for the 2001 iteration:

- Service Affect (nine items, such as “willingness to help users”)
- Library as Place (five items, such as “a haven for quiet and solitude”)
- Personal Control (six items, such as “website enabling me to locate information on my own”), and
- Information Access (five items, such as “comprehensive print collections” and “convenient business hours”)

LibQUAL+ 2002 and 2003 Dimensions

For the 2002 iteration of the LibQUAL+ survey, the dimensions were once again refined based on analysis of the previous year's results. While the four dimensions were retained, their titles were changed slightly to more clearly represent the questions and data. The same four dimensions were also used on the 2003 survey:

- Access to Information
- Affect of Service
- Library as Place
- Personal Control

LibQUAL+ 2004 to Present Dimensions

After the 2003 survey was completed, factor and reliability analyses on the resulting data revealed that two of the

dimensions measured by the survey-Access to Information and Personal Control-had collapsed into one. The following three dimensions have been measured since then: Affect of Service, Information Control, and Library as Place. In addition, three core items were eliminated from the 2003 version of the survey, leaving 22 core items on the final survey instrument.

The list below displays the dimensions used to present the results in the 2012 notebooks, along with the questions that relate to each dimension. (*Note: The questions below are those used in the College and University implementation of the survey, American English version.*)

Affect of Service

- [AS-1] Employees who instill confidence in users
- [AS-2] Giving users individual attention
- [AS-3] Employees who are consistently courteous
- [AS-4] Readiness to respond to users' questions
- [AS-5] Employees who have the knowledge to answer user questions
- [AS-6] Employees who deal with users in a caring fashion
- [AS-7] Employees who understand the needs of their users
- [AS-8] Willingness to help users
- [AS-9] Dependability in handling users' service problems

Information Control

- [IC-1] Making electronic resources accessible from my home or office
- [IC-2] A library Web site enabling me to locate information on my own
- [IC-3] The printed library materials I need for my work
- [IC-4] The electronic information resources I need
- [IC-5] Modern equipment that lets me easily access needed information
- [IC-6] Easy-to-use access tools that allow me to find things on my own
- [IC-7] Making information easily accessible for independent use
- [IC-8] Print and/or electronic journal collections I require for my work

Library as Place

- [LP-1] Library space that inspires study and learning
- [LP-2] Quiet space for individual activities
- [LP-3] A comfortable and inviting location
- [LP-4] A getaway for study, learning or research
- [LP-5] Community space for group learning and group study



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