



LibQUAL⁺
2023 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 2023 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 Kyrillidou, 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 2022, there have been 3,354 institutional surveys implemented across 1,349 institutions in 37 countries, 20 language translations, and over 3 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 2023 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	13	49	62
	% of Protocol	10.83%	9.57%	9.81%
	% of Language	20.97%	79.03%	100.00%
	% of Total Cases	2.06	7.75	9.81
Spanish	Count	107	463	570
	% of Protocol	89.17%	90.43%	90.19%
	% of Language	18.77%	81.23%	100.00%
	% of Total Cases	16.93	73.26	90.19
Total (by Survey Protocol)	Count	120	512	632
	% of Protocol	100.00%	100.00%	100.00%
	% of Language	18.99%	81.01%	100.00%
	% of Total Cases	18.99	81.01	100.00

2 Demographic Summary for Universidad de Monterrey

2.1 Respondents by User Group

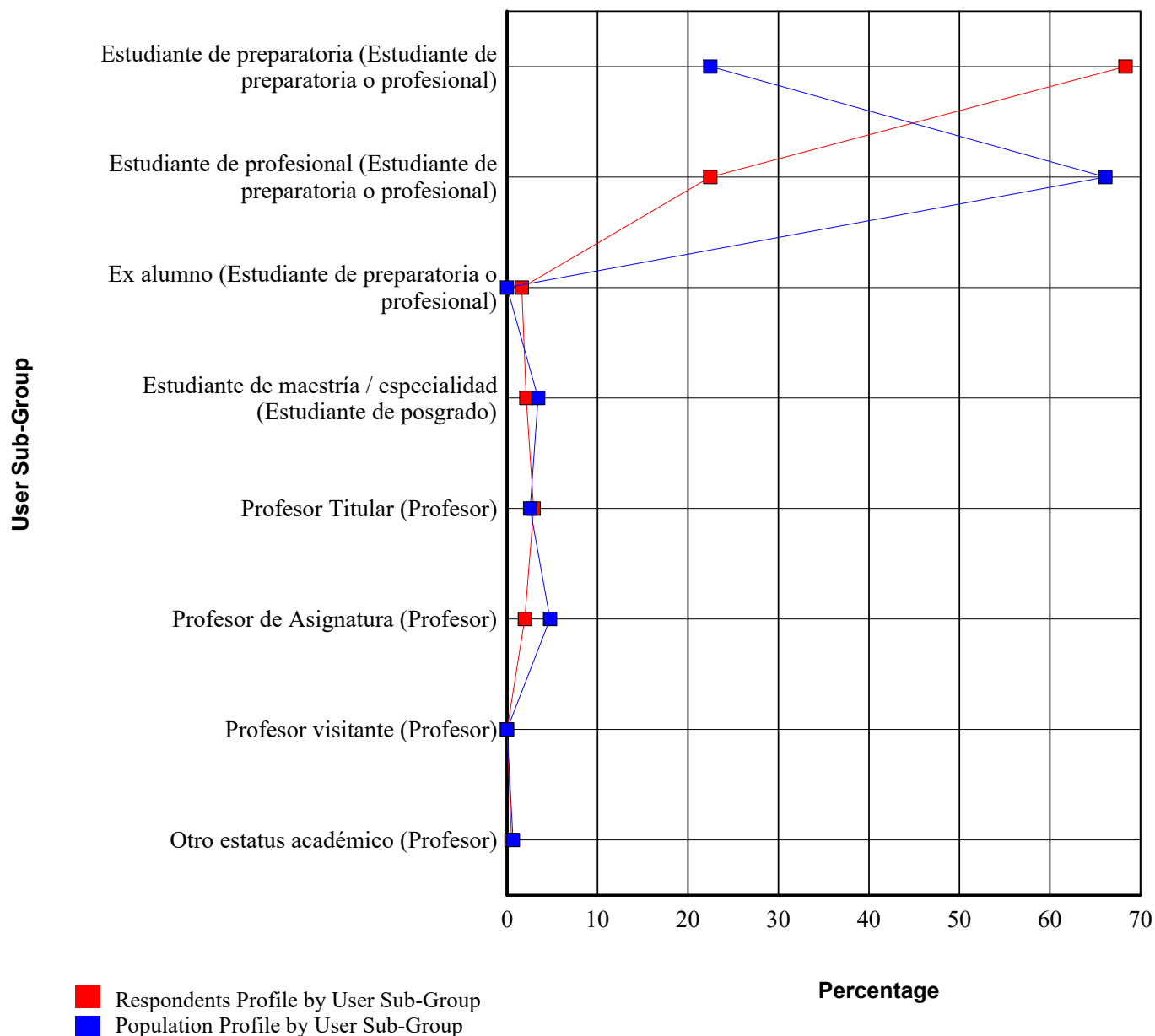
User Group	Respondent n	Respondent %
Estudiante de preparatoria o profesional		
Estudiante de preparatoria	417	65.98%
Estudiante de profesional	137	21.68%
Ex alumno	10	1.58%
Sub Total:	564	89.24%
Estudiante de posgrado		
Estudiante de maestría / especialidad	13	2.06%
Sub Total:	13	2.06%
Profesor		
Profesor Titular	18	2.85%
Profesor de Asignatura	12	1.90%
Profesor visitante	0	0.00%
Otro estatus académico	3	0.47%
Sub Total:	33	5.22%
Personal de biblioteca		
Colaborador de biblioteca	6	0.95%
Sub Total:	6	0.95%
Colaborador UDEM		
Investigador	1	0.16%
Otros puestos	15	2.37%
Sub Total:	16	2.53%
Total:	632	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.*



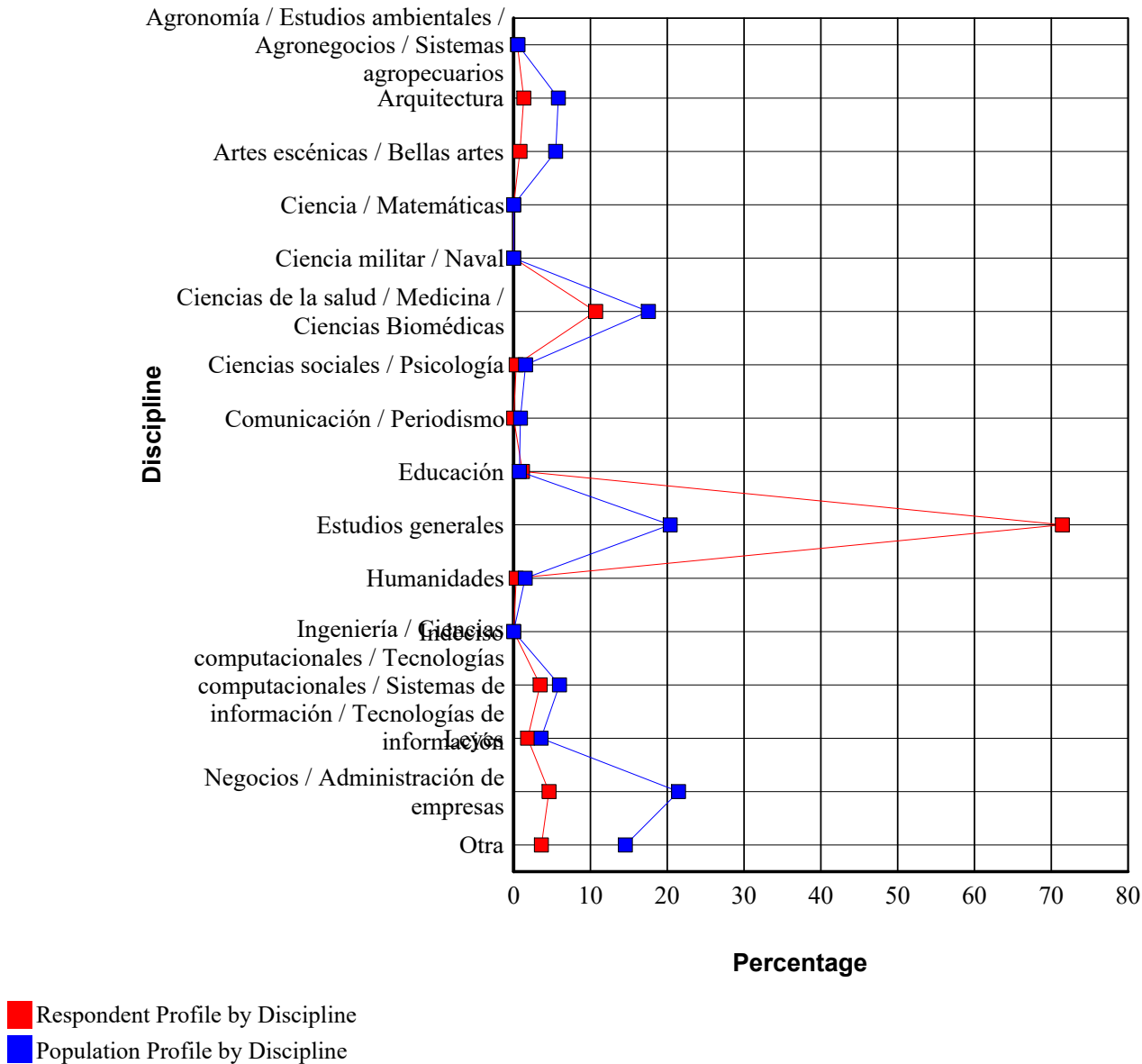
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
Estudiante de preparatoria (Estudiante de preparatoria o profesional)	3,970	22.46	417	68.36	-45.90
Estudiante de profesional (Estudiante de preparatoria o profesional)	11,687	66.13	137	22.46	43.67
Ex alumno (Estudiante de preparatoria o profesional)	0	0.00	10	1.64	-1.64
Estudiante de maestría / especialidad (Estudiante de posgrado)	609	3.45	13	2.13	1.31
Profesor Titular (Profesor)	451	2.55	18	2.95	-0.40
Profesor de Asignatura (Profesor)	841	4.76	12	1.97	2.79
Profesor visitante (Profesor)	0	0.00	0	0.00	0.00
Otro estatus académico (Profesor)	116	0.66	3	0.49	0.16
Total:	17,674	100.00	610	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.*



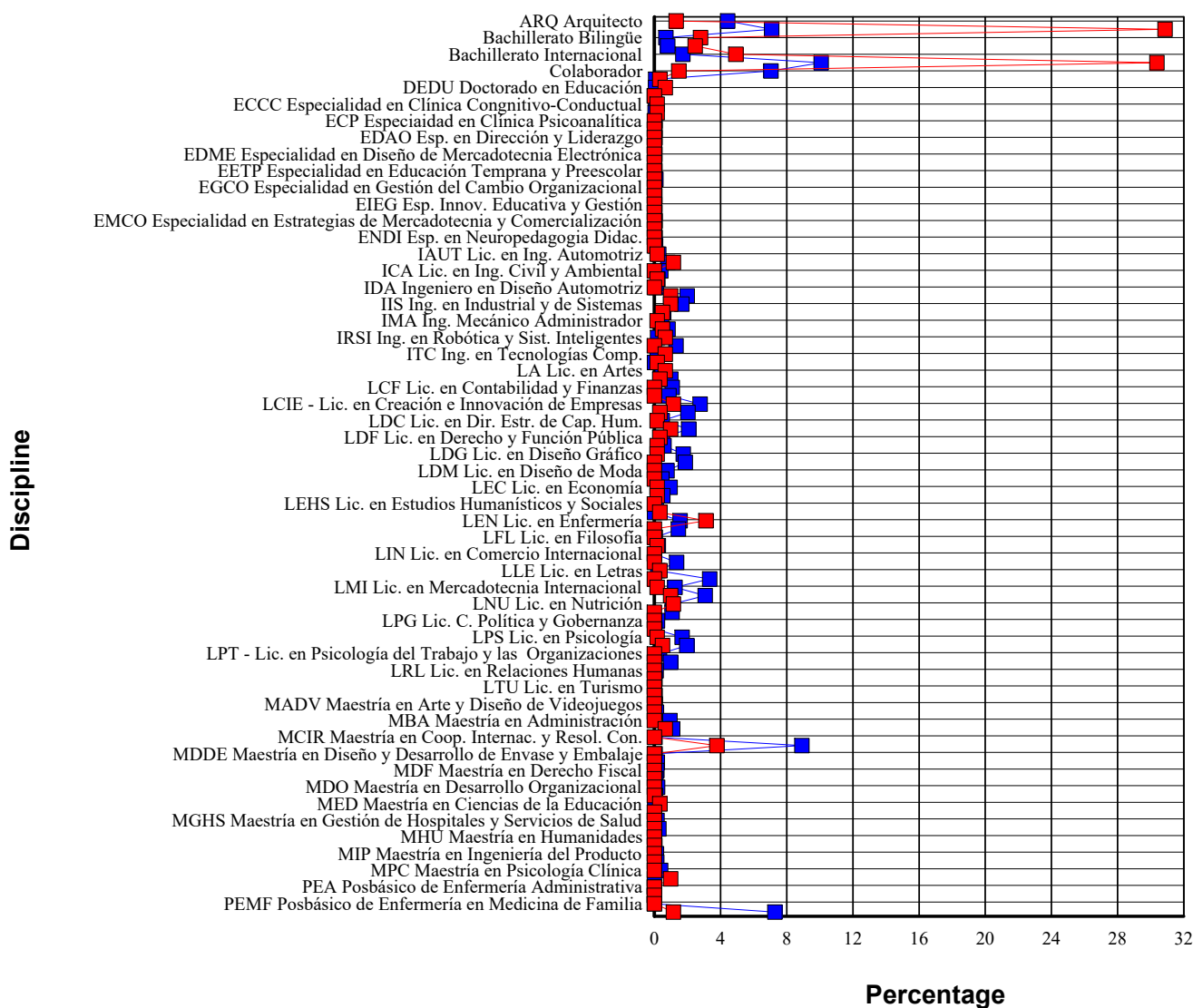
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	108	0.56	3	0.49	0.07
Arquitectura	1,125	5.82	8	1.31	4.51
Artes escénicas / Bellas artes	1,057	5.47	5	0.82	4.65
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	3,391	17.54	65	10.67	6.87
Ciencias sociales / Psicología	300	1.55	2	0.33	1.22
Comunicación / Periodismo	170	0.88	0	0.00	0.88
Educación	143	0.74	7	1.15	-0.41
Estudios generales	3,941	20.39	435	71.43	-51.04
Humanidades	290	1.50	2	0.33	1.17
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	1,153	5.96	21	3.45	2.52
Leyes	690	3.57	11	1.81	1.76
Negocios / Administración de empresas	4,151	21.47	28	4.60	16.87
Otra	2,813	14.55	22	3.61	10.94
Total:	19,332	100.00	609	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	857	4.43	8	1.31	3.12
Bachillerato Bicultural	1,370	7.09	188	30.87	-23.78
Bachillerato Bilingüe	134	0.69	17	2.79	-2.10
Bachillerato Enfermería	155	0.80	15	2.46	-1.66
Bachillerato Internacional	333	1.72	30	4.93	-3.20
Bachillerato Multicultural	1,949	10.08	185	30.38	-20.30
Colaborador	1,362	7.05	9	1.48	5.57
DDER Doctorado en Derecho	15	0.08	2	0.33	-0.25
DEDU Doctorado en Educación	14	0.07	4	0.66	-0.58
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Cognitivo-Conductual	14	0.07	1	0.16	-0.09
ECIE Especialidad en Competitividad e Innovación Empresarial	8	0.04	1	0.16	-0.12
ECP Especialidad en Clínica Psicoanalítica	7	0.04	0	0.00	0.04
ECS Especialidad en Clínica Sistémica	6	0.03	0	0.00	0.03
EDAO Esp. en Dirección y Liderazgo	6	0.03	0	0.00	0.03
EDEP Especialidad en Diseño Editorial y Publicitario	3	0.02	0	0.00	0.02
EDME Especialidad en Diseño de Mercadotecnia Electrónica	4	0.02	0	0.00	0.02
EEGP Esp. Elab. y Gest. de Proy. y Coop.	3	0.02	0	0.00	0.02
EETP Especialidad en Educación Temprana y Preescolar	4	0.02	0	0.00	0.02
EFI Especialidad en Finanzas	17	0.09	0	0.00	0.09
EGCO Especialidad en Gestión del Cambio Organizacional	1	0.01	0	0.00	0.01
EIEA Esp. Interv. Educ. y Necesid Esp.	4	0.02	0	0.00	0.02
EIEG Esp. Innov. Educativa y Gestión	3	0.02	0	0.00	0.02
EJO Especialidad en Juicios Orales	4	0.02	0	0.00	0.02
EMCO Especialidad en Estrategias de Mercadotecnia y Comercialización	9	0.05	0	0.00	0.05
EMUE Esp. en Multicult. y Equidad	3	0.02	0	0.00	0.02
ENDI Esp. en Neuropedagogía Didac.	9	0.05	0	0.00	0.05
ETRI Esp. Negocios y Mercados Intl.	14	0.07	0	0.00	0.07
IAUT Lic. en Ing. Automotriz	51	0.26	1	0.16	0.10
IBI Ing. Biomédico	158	0.82	7	1.15	-0.33
ICA Lic. en Ing. Civil y Ambiental	75	0.39	0	0.00	0.39
ICI Ingeniero Civil	41	0.21	1	0.16	0.05
IDA Ingeniero en Diseño Automotriz	18	0.09	0	0.00	0.09

Language: English (American), Spanish
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

IGE Ing. en Gestión Empresarial	384	1.99	6	0.99	1.00
IIS Ing. en Industrial y de Sistemas	320	1.66	6	0.99	0.67
IISE Ing. Innov. Sust. y Energía	108	0.56	3	0.49	0.07
IMA Ing. Mecánico Administrador	83	0.43	1	0.16	0.27
IMT Ing. en Mecatrónica	160	0.83	3	0.49	0.34
IRSI Ing. en Robótica y Sist. Inteligentes	37	0.19	4	0.66	-0.47
ISC Ing. en Sistemas Computacionales	253	1.31	0	0.00	1.31
ITC Ing. en Tecnologías Comp.	33	0.17	4	0.66	-0.49
ITR Ingeniero en Tecnologías Electrónicas y Robótica	1	0.01	1	0.16	-0.16
LA Lic. en Artes	91	0.47	4	0.66	-0.19
LAED Lic. en Anim. y Efectos Dig.	192	0.99	2	0.33	0.66
LCF Lic. en Contabilidad y Finanzas	208	1.08	0	0.00	1.08
LCIC Lic. en Cs. de la Info. y Comunicación	170	0.88	0	0.00	0.88
LCIE - Lic. en Creación e Innovación de Empresas	534	2.76	7	1.15	1.61
LDAE - Lic. en Dirección y Administración de Empresas	392	2.03	2	0.33	1.70
LDC Lic. en Dir. Estr. de Cap. Hum.	91	0.47	1	0.16	0.31
LDE Lic. en Derecho	401	2.07	6	0.99	1.09
LDF Lic. en Derecho y Función Pública	95	0.49	2	0.33	0.16
LDFN Lic. en Derecho y Finanzas	112	0.58	1	0.16	0.42
LDG Lic. en Diseño Gráfico	337	1.74	1	0.16	1.58
LDI Lic. en Diseño Industrial	361	1.87	0	0.00	1.87
LDM Lic. en Diseño de Moda	147	0.76	0	0.00	0.76
LDTM Lic. en Diseño Textil y de Modas	86	0.44	0	0.00	0.44
LEC Lic. en Economía	183	0.95	1	0.16	0.78
LED Lic. en Ciencias de la Educación	99	0.51	1	0.16	0.35
LEHS Lic. en Estudios Humanísticos y Sociales	22	0.11	0	0.00	0.11
LEI Lic. en Estudios Internacionales	2	0.01	2	0.33	-0.32
LEN Lic. en Enfermería	300	1.55	19	3.12	-1.57
LFI Lic. en Finanzas Internacionales	279	1.44	0	0.00	1.44
LFL Lic. en Filosofía	10	0.05	0	0.00	0.05
LGIT Lic. Gest e Innov del Turismo	45	0.23	1	0.16	0.07
LIN Lic. en Comercio Internacional	1	0.01	0	0.00	0.01
LINT Lic. en Diseño de Interiores	259	1.34	0	0.00	1.34
LLE Lic. en Letras	40	0.21	2	0.33	-0.12
LME Lic. en Mercadotecnia y Est. Creativa	646	3.34	0	0.00	3.34
LMI Lic. en Mercadotecnia Internacional	240	1.24	1	0.16	1.08
LNG Lic. en Negocios Globales	594	3.07	6	0.99	2.09

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff, Staff)

LNU Lic. en Nutrición	208	1.08	7	1.15	-0.07
LPCD - Lic. en Producción Cinematográfica Digital	206	1.07	0	0.00	1.07
LPG Lic. C. Política y Gobernanza	36	0.19	0	0.00	0.19
LPP Lic. en Psicopedagogía	5	0.03	0	0.00	0.03
LPS Lic. en Psicología	324	1.68	1	0.16	1.51
LPSC Lic. en Psicología Clínica	379	1.96	3	0.49	1.47
LPT - Lic. en Psicología del Trabajo y las Organizaciones	59	0.31	0	0.00	0.31
LRI Lic. Relaciones Internacionales	189	0.98	0	0.00	0.98
LRL Lic. en Relaciones Humanas	20	0.10	0	0.00	0.10
LSO Lic. en Sociología	7	0.04	0	0.00	0.04
LTU Lic. en Turismo	1	0.01	0	0.00	0.01
MAA Maestría en Arquitecturas Avanzadas	9	0.05	0	0.00	0.05
MADV Maestría en Arte y Diseño de Videojuegos	11	0.06	0	0.00	0.06
MAIN Maestría Analitic. e Intel. en los Neg.	23	0.12	0	0.00	0.12
MBA Maestría en Administración	182	0.94	0	0.00	0.94
MCD Médico Cirujano Dentista	213	1.10	4	0.66	0.44
MCIR Maestría en Coop. Internac. y Resol. Con.	6	0.03	0	0.00	0.03
MCP Médico Cirujano y Partero	1,723	8.91	23	3.78	5.14
MDDE Maestría en Diseño y Desarrollo de Envase y Embalaje	8	0.04	0	0.00	0.04
MDE Maestría en Derecho de la Empresa	34	0.18	0	0.00	0.18
MDF Maestría en Derecho Fiscal	29	0.15	0	0.00	0.15
MDG Maestría en Diseño Gráfico	17	0.09	0	0.00	0.09
MDO Maestría en Desarrollo Organizacional	37	0.19	0	0.00	0.19
MDOC Maestría en Desarrollo Organizacional y Cambio	14	0.07	0	0.00	0.07
MED Maestría en Ciencias de la Educación	3	0.02	2	0.33	-0.31
MEDL Maestría en Ciencias Educación Línea	2	0.01	0	0.00	0.01
MGHS Maestría en Gestión de Hospitales y Servicios de Salud	30	0.16	0	0.00	0.16
MGI Maestría en Gestión de la Ingeniería	52	0.27	0	0.00	0.27
MHU Maestría en Humanidades	2	0.01	0	0.00	0.01
MIIS Maestría en Ingeniería Industrial y de Sistemas	5	0.03	0	0.00	0.03
MIP Maestría en Ingeniería del Producto	24	0.12	0	0.00	0.12
MLCS Maestría en Log. y Cadena de Suminist.	26	0.13	0	0.00	0.13
MPC Maestría en Psicología Clínica	73	0.38	0	0.00	0.38
Otra	0	0.00	6	0.99	-0.99
PEA Posbásico de Enfermería Administrativa	0	0.00	0	0.00	0.00

Language: English (American), Spanish
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

PEAD Posbásico de Enfermería en Administración y Docencia	0	0.00	0	0.00	0.00
PEMF Posbásico de Enfermería en Medicina de Familia	0	0.00	0	0.00	0.00
Profesor	1,408	7.28	7	1.15	6.13
Total:	19,332	100.00	609	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	9,921	59.89	369	59.32
Masculino	6,645	40.11	253	40.68
Total:	16,566	100.00	622	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	172	27.48
23 - 30	18	2.88
31 - 45	27	4.31
46 - 65	23	3.67
Más de 65	1	0.16
Menos de 18	385	61.50
Total:	626	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	136	21.79
Escuela de Enfermería	36	5.77
Otro	10	1.60
Unidad Fundadores	47	7.53
Unidad Obispado	76	12.18
Unidad San Pedro	216	34.62
Unidad Valle Alto	103	16.51
Total:	624	100.00

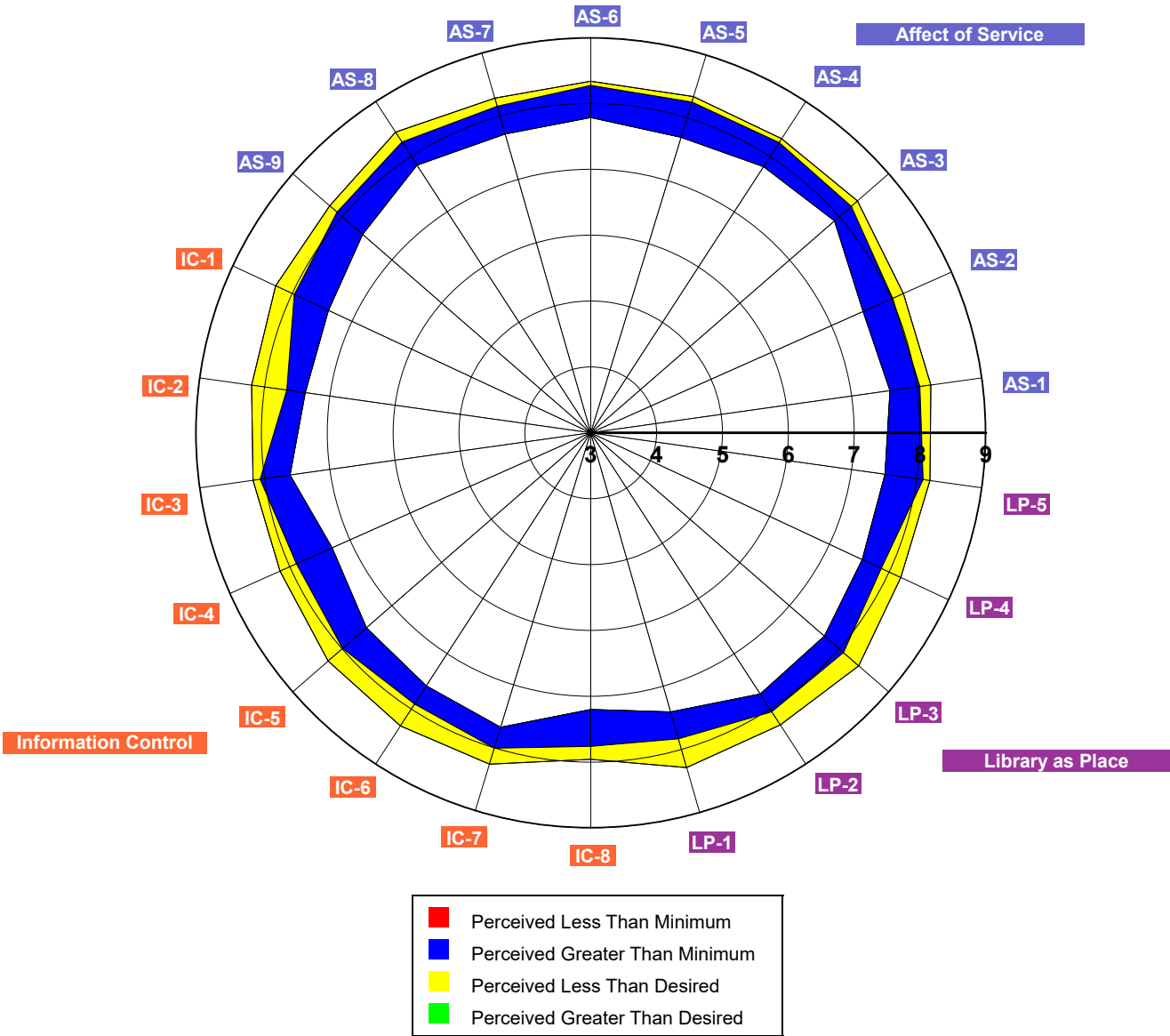
3. Survey Item Summary for Universidad de Monterrey

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.)



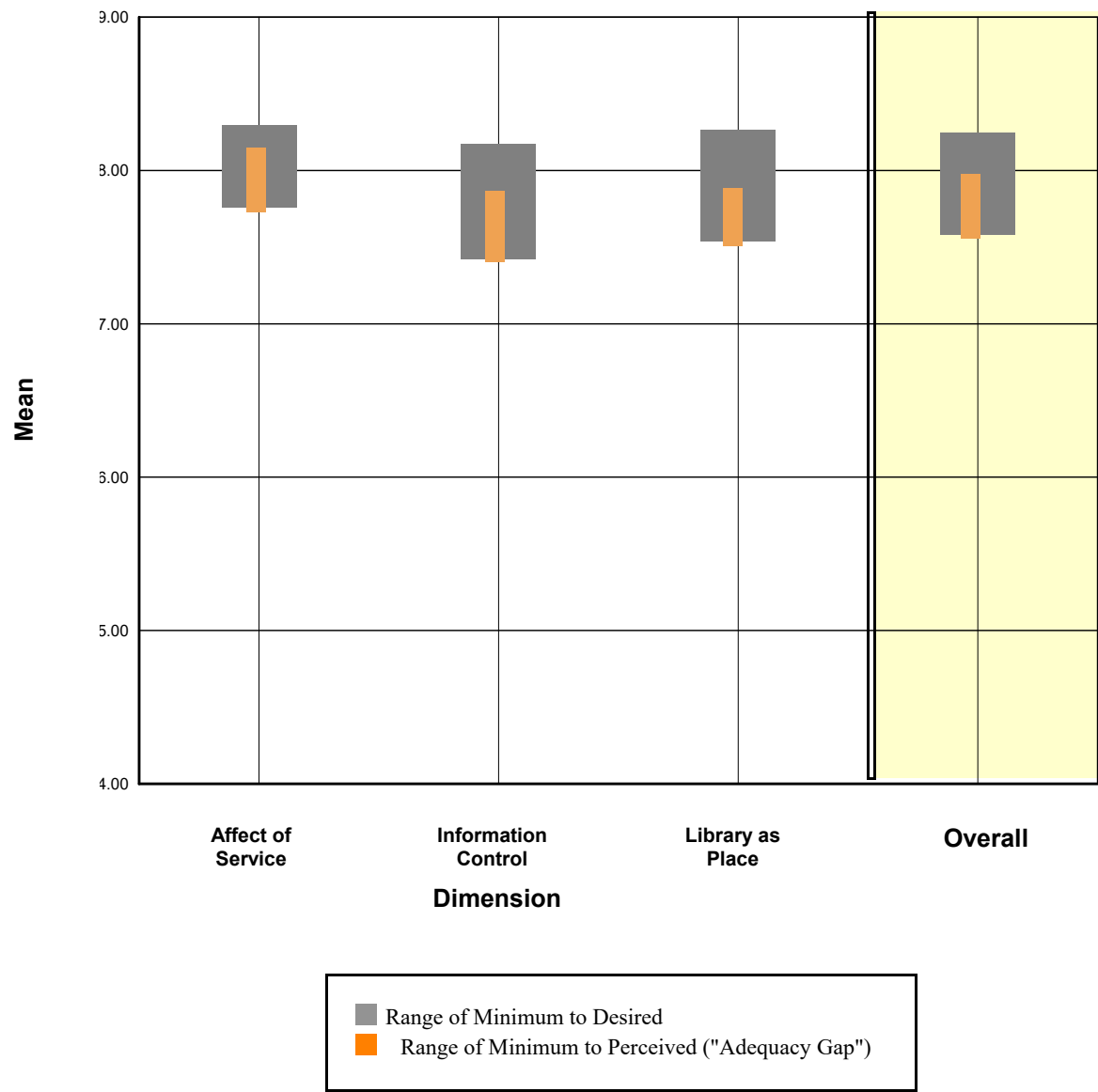
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.59	8.22	8.05	0.46	-0.17	232
AS-2	Dar a los usuarios atención individual	7.53	8.20	8.02	0.49	-0.18	263
AS-3	Empleados con un trato consistentemente cortés	7.91	8.37	8.24	0.34	-0.13	255
AS-4	Disposición para responder preguntas de los usuarios	7.82	8.32	8.26	0.44	-0.07	266
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.69	8.34	8.25	0.56	-0.08	237
AS-6	Empleados que se preocupan por atender a los usuarios	7.79	8.34	8.28	0.49	-0.06	623
AS-7	Empleados que entienden las necesidades de sus usuarios	7.72	8.29	8.16	0.44	-0.13	235
AS-8	Disposición para ayudar a los usuarios	7.85	8.44	8.26	0.42	-0.18	246
AS-9	Manejo confiable de problemas de servicio al usuario	7.59	8.25	8.11	0.52	-0.14	215
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.39	8.28	7.97	0.57	-0.31	218
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.38	8.20	7.66	0.28	-0.54	286
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.61	8.18	8.07	0.46	-0.11	286
IC-4	Los recursos electrónicos de información que necesito	7.30	8.16	7.89	0.59	-0.27	614
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.51	8.28	7.99	0.48	-0.29	276
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.58	8.31	7.91	0.33	-0.40	278
IC-7	Hacer la información fácilmente accesible para uso independiente	7.68	8.26	8.01	0.33	-0.25	265
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.20	7.96	7.76	0.56	-0.20	209
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.41	8.29	7.83	0.43	-0.45	621
LP-2	Espacio silencioso para actividades individuales	7.73	8.29	8.05	0.32	-0.24	254
LP-3	Un sitio cómodo y acogedor	7.70	8.39	8.09	0.38	-0.31	264
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.55	8.20	7.87	0.32	-0.33	223
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.51	8.20	8.10	0.58	-0.11	236
Overall:		7.58	8.24	8.02	0.44	-0.22	626

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	1.26	1.39	1.17	1.07	232
AS-2	Dar a los usuarios atención individual	1.74	1.36	1.52	1.36	1.29	263
AS-3	Empleados con un trato consistentemente cortés	1.57	1.18	1.37	1.26	1.21	255
AS-4	Disposición para responder preguntas de los usuarios	1.53	1.17	1.20	1.21	1.07	266
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.72	1.16	1.33	1.43	1.00	237
AS-6	Empleados que se preocupan por atender a los usuarios	1.69	1.23	1.30	1.36	1.02	623
AS-7	Empleados que entienden las necesidades de sus usuarios	1.74	1.22	1.36	1.38	1.02	235
AS-8	Disposición para ayudar a los usuarios	1.58	1.00	1.18	1.15	0.78	246
AS-9	Manejo confiable de problemas de servicio al usuario	1.80	1.25	1.36	1.34	1.00	215
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.88	1.31	1.48	1.51	1.11	218
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.92	1.33	1.70	1.23	1.44	286
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.86	1.46	1.47	1.52	1.28	286
IC-4	Los recursos electrónicos de información que necesito	1.92	1.36	1.47	1.50	1.27	614
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.92	1.18	1.31	1.61	1.20	276
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.78	1.23	1.48	1.30	1.29	278
IC-7	Hacer la información fácilmente accesible para uso independiente	1.72	1.19	1.41	1.48	1.32	265
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.07	1.44	1.57	1.76	1.55	209
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.91	1.30	1.61	1.43	1.42	621
LP-2	Espacio silencioso para actividades individuales	1.70	1.18	1.30	1.52	1.29	254
LP-3	Un sitio cómodo y acogedor	1.80	1.06	1.50	1.34	1.43	264
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	1.83	1.45	1.66	1.46	1.41	223
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.91	1.28	1.47	1.75	1.42	236
Overall:		1.49	1.05	1.14	1.00	0.75	626

Language: English (American), Spanish
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff)

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	7.76	8.30	8.20	0.44	-0.10	625
Information Control	7.42	8.17	7.90	0.48	-0.27	626
Library as Place	7.54	8.26	7.93	0.39	-0.34	625
Overall	7.58	8.24	8.02	0.44	-0.22	626

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	1.47	1.07	1.15	1.04	0.75	625
Information Control	1.69	1.16	1.27	1.17	0.96	626
Library as Place	1.70	1.14	1.39	1.22	1.14	625
Overall	1.49	1.05	1.14	1.00	0.75	626

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	7.56	8.24	7.90	0.34	-0.34	225
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.53	8.22	8.00	0.48	-0.21	239
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	7.42	8.34	8.11	0.69	-0.23	221
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	7.48	8.10	8.17	0.69	0.07	217
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	7.61	8.29	7.87	0.26	-0.42	180

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	1.81	1.36	1.63	1.36	1.26	225
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	1.84	1.39	1.45	1.41	1.29	239
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	1.93	1.11	1.41	1.63	1.32	221
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	2.10	1.44	1.33	1.67	0.97	217
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	1.84	1.19	1.53	1.58	1.48	180

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 to 9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.20	1.58	396
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.14	1.51	349
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.18	1.43	626

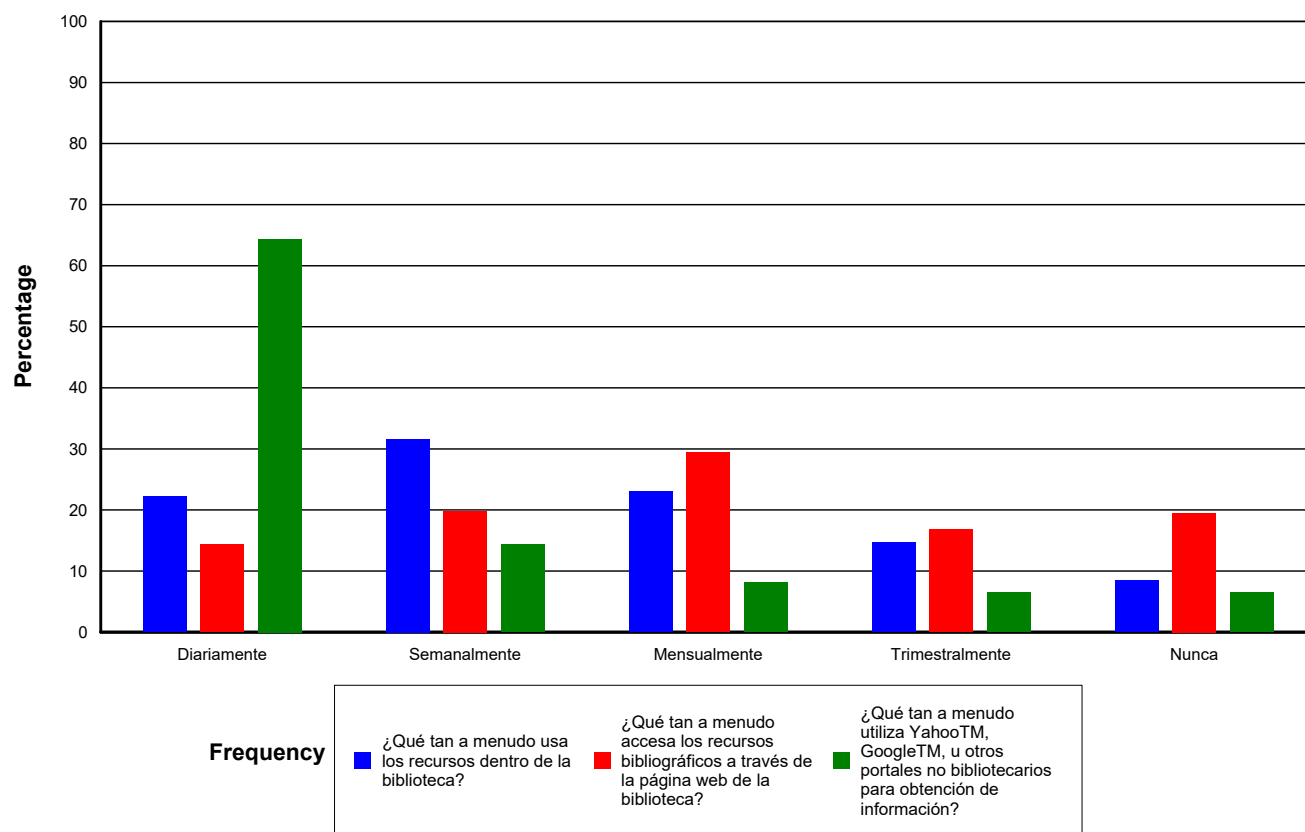
3.5 Information Literacy Outcomes Questions Summary

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 to 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.	7.72	1.85	283
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.84	1.69	395
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.91	1.69	352
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.11	1.47	312
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	7.99	1.52	270

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?	139 22.20%	198 31.63%	144 23.00%	92 14.70%	53 8.47%	626 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	90 14.40%	124 19.84%	184 29.44%	105 16.80%	122 19.52%	625 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	403 64.38%	90 14.38%	51 8.15%	41 6.55%	41 6.55%	626 100.00%

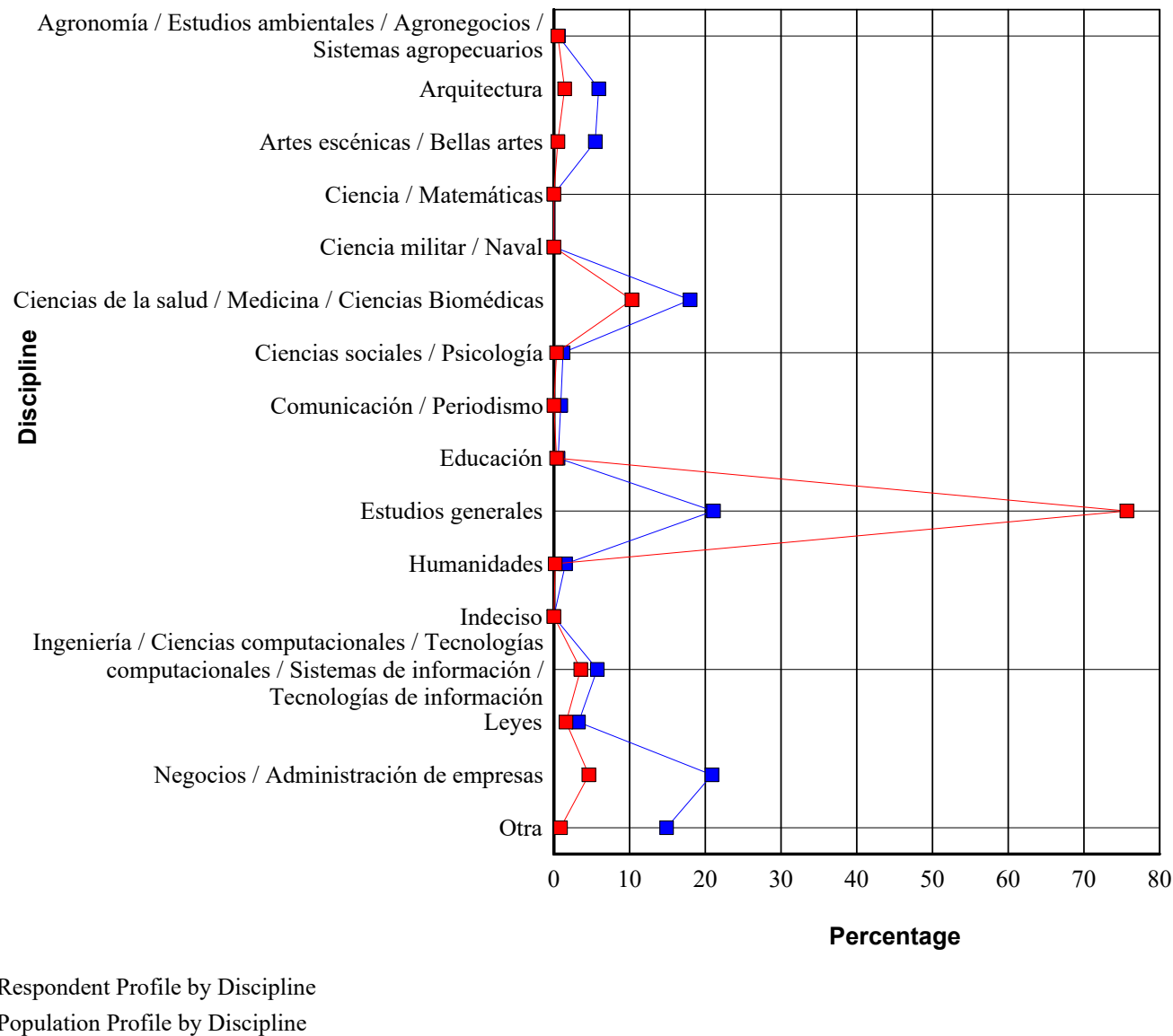
4 Estudiante de preparatoria o profesional Summary for Universidad de Monterrey

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).

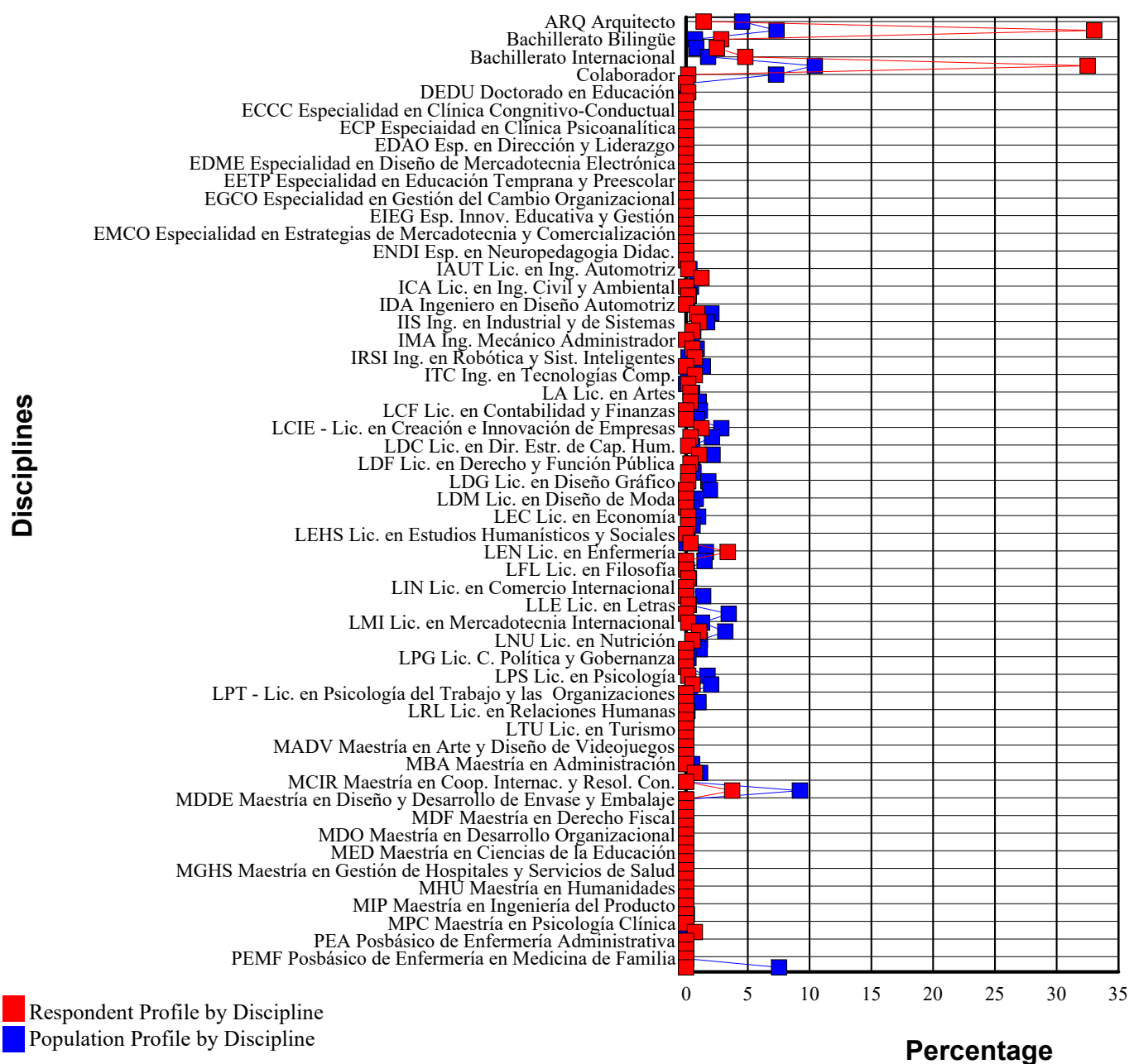


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	108	0.58	3	0.53	0.04
Arquitectura	1,107	5.92	8	1.42	4.50
Artes escénicas / Bellas artes	1,022	5.47	3	0.53	4.93
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	3,364	18.00	58	10.30	7.70
Ciencias sociales / Psicología	227	1.21	2	0.36	0.86
Comunicación / Periodismo	170	0.91	0	0.00	0.91
Educación	104	0.56	2	0.36	0.20
Estudios generales	3,941	21.08	426	75.67	-54.58
Humanidades	285	1.52	1	0.18	1.35
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	1,072	5.74	20	3.55	2.18
Leyes	608	3.25	9	1.60	1.65
Negocios / Administración de empresas	3,901	20.87	26	4.62	16.25
Otra	2,783	14.89	5	0.89	14.00
Total:	18,692	100.00	563	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).



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	848	4.54	8	1.42	3.12
Bachillerato Bicultural	1,370	7.33	186	33.04	-25.71
Bachillerato Bilingüe	134	0.72	16	2.84	-2.13
Bachillerato Enfermería	155	0.83	14	2.49	-1.66
Bachillerato Internacional	333	1.78	27	4.80	-3.01
Bachillerato Multicultural	1,949	10.43	183	32.50	-22.08
Colaborador	1,362	7.29	1	0.18	7.11
DDER Doctorado en Derecho	0	0.00	0	0.00	0.00
DEDU Doctorado en Educación	0	0.00	1	0.18	-0.18
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Cognitivo-Conductual	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
EDAO Esp. en Dirección y Liderazgo	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
EEGP Esp. Elab. y Gest. de Proy. y Coop.	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
EIEA Esp. Interv. Educ. y Necesid Esp.	0	0.00	0	0.00	0.00
EIEG Esp. Innov. Educativa y Gestión	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
EMUE Esp. en Multicult. y Equidad	0	0.00	0	0.00	0.00
ENDI Esp. en Neuropedagogía Didac.	0	0.00	0	0.00	0.00
ETRI Esp. Negocios y Mercados Intl.	0	0.00	0	0.00	0.00
IAUT Lic. en Ing. Automotriz	51	0.27	1	0.18	0.10
IBI Ing. Biomédico	158	0.85	7	1.24	-0.40
ICA Lic. en Ing. Civil y Ambiental	75	0.40	0	0.00	0.40
ICI Ingeniero Civil	41	0.22	1	0.18	0.04
IDA Ingeniero en Diseño Automotriz	18	0.10	0	0.00	0.10
IGE Ing. en Gestión Empresarial	384	2.05	5	0.89	1.17

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

IIS Ing. en Industrial y de Sistemas	320	1.71	6	1.07	0.65
IISE Ing. Innov. Sust. y Energía	108	0.58	3	0.53	0.04
IMA Ing. Mecánico Administrador	83	0.44	0	0.00	0.44
IMT Ing. en Mecatrónica	160	0.86	3	0.53	0.32
IRSI Ing. en Robótica y Sist. Inteligentes	37	0.20	4	0.71	-0.51
ISC Ing. en Sistemas Computacionales	253	1.35	0	0.00	1.35
ITC Ing. en Tecnologías Comp.	33	0.18	4	0.71	-0.53
ITR Ingeniero en Tecnologías Electrónicas y Robótica	1	0.01	1	0.18	-0.17
LA Lic. en Artes	91	0.49	2	0.36	0.13
LAED Lic. en Anim. y Efectos Dig.	192	1.03	2	0.36	0.67
LCF Lic. en Contabilidad y Finanzas	208	1.11	0	0.00	1.11
LCIC Lic. en Cs. de la Info. y Comunicación	170	0.91	0	0.00	0.91
LCIE - Lic. en Creación e Innovación de Empresas	534	2.86	7	1.24	1.61
LDAE - Lic. en Dirección y Administración de Empresas	392	2.10	2	0.36	1.74
LDC Lic. en Dir. Estr. de Cap. Hum.	91	0.49	1	0.18	0.31
LDE Lic. en Derecho	401	2.15	6	1.07	1.08
LDF Lic. en Derecho y Función Pública	95	0.51	2	0.36	0.15
LDFN Lic. en Derecho y Finanzas	112	0.60	1	0.18	0.42
LDG Lic. en Diseño Gráfico	337	1.80	1	0.18	1.63
LDI Lic. en Diseño Industrial	361	1.93	0	0.00	1.93
LDM Lic. en Diseño de Moda	147	0.79	0	0.00	0.79
LDTM Lic. en Diseño Textil y de Modas	86	0.46	0	0.00	0.46
LEC Lic. en Economía	183	0.98	1	0.18	0.80
LED Lic. en Ciencias de la Educación	99	0.53	1	0.18	0.35
LEHS Lic. en Estudios Humanísticos y Sociales	22	0.12	0	0.00	0.12
LEI Lic. en Estudios Internacionales	2	0.01	2	0.36	-0.34
LEN Lic. en Enfermería	300	1.60	19	3.37	-1.77
LFI Lic. en Finanzas Internacionales	279	1.49	0	0.00	1.49
LFL Lic. en Filosofía	10	0.05	0	0.00	0.05
LGIT Lic. Gest e Innov del Turismo	45	0.24	1	0.18	0.06
LIN Lic. en Comercio Internacional	1	0.01	0	0.00	0.01
LINT Lic. en Diseño de Interiores	259	1.39	0	0.00	1.39
LLE Lic. en Letras	40	0.21	1	0.18	0.04
LME Lic. en Mercadotecnia y Est. Creativa	646	3.46	0	0.00	3.46
LMI Lic. en Mercadotecnia Internacional	240	1.28	1	0.18	1.11
LNG Lic. en Negocios Globales	594	3.18	6	1.07	2.11
LNU Lic. en Nutrición	208	1.11	3	0.53	0.58

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de preparatoria o profesional

LPCD - Lic. en Producción Cinematográfica Digital	206	1.10	0	0.00	1.10
LPG Lic. C. Política y Gobernanza	36	0.19	0	0.00	0.19
LPP Lic. en Psicopedagogía	5	0.03	0	0.00	0.03
LPS Lic. en Psicología	324	1.73	1	0.18	1.56
LPSC Lic. en Psicología Clínica	379	2.03	3	0.53	1.49
LPT - Lic. en Psicología del Trabajo y las Organizaciones	59	0.32	0	0.00	0.32
LRI Lic. Relaciones Internacionales	189	1.01	0	0.00	1.01
LRL Lic. en Relaciones Humanas	20	0.11	0	0.00	0.11
LSO Lic. en Sociología	7	0.04	0	0.00	0.04
LTU Lic. en Turismo	1	0.01	0	0.00	0.01
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
MAIN Maestría Analitic. e Intel. en los Neg.	0	0.00	0	0.00	0.00
MBA Maestría en Administración	91	0.49	0	0.00	0.49
MCD Médico Cirujano Dentista	213	1.14	4	0.71	0.43
MCIR Maestría en Coop. Internac. y Resol. Con.	0	0.00	0	0.00	0.00
MCP Médico Cirujano y Partero	1,723	9.22	21	3.73	5.49
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
MED Maestría en Ciencias de la Educación	0	0.00	0	0.00	0.00
MEDL Maestría en Ciencias Educación Línea	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	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
MLCS Maestría en Log. y Cadena de Suminist.	13	0.07	0	0.00	0.07
MPC Maestría en Psicología Clínica	0	0.00	0	0.00	0.00
Otra	0	0.00	4	0.71	-0.71
PEA Posbásico de Enfermería Administrativa	0	0.00	0	0.00	0.00
PEAD Posbásico de Enfermería en Administración y Docencia	0	0.00	0	0.00	0.00

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

PEMF Posbásico de Enfermería en Medicina de Familia	0	0.00	0	0.00	0.00
Profesor	1,408	7.53	0	0.00	7.53
Total:	18,692	100.00	563	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	9,595	60.13	330	58.82
Masculino	6,362	39.87	231	41.18
Total:	15,957	100.00	561	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	168	29.79
23 - 30	10	1.77
31 - 45	3	0.53
46 - 65	1	0.18
Más de 65	0	0.00
Menos de 18	382	67.73
Total:	564	100.00

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

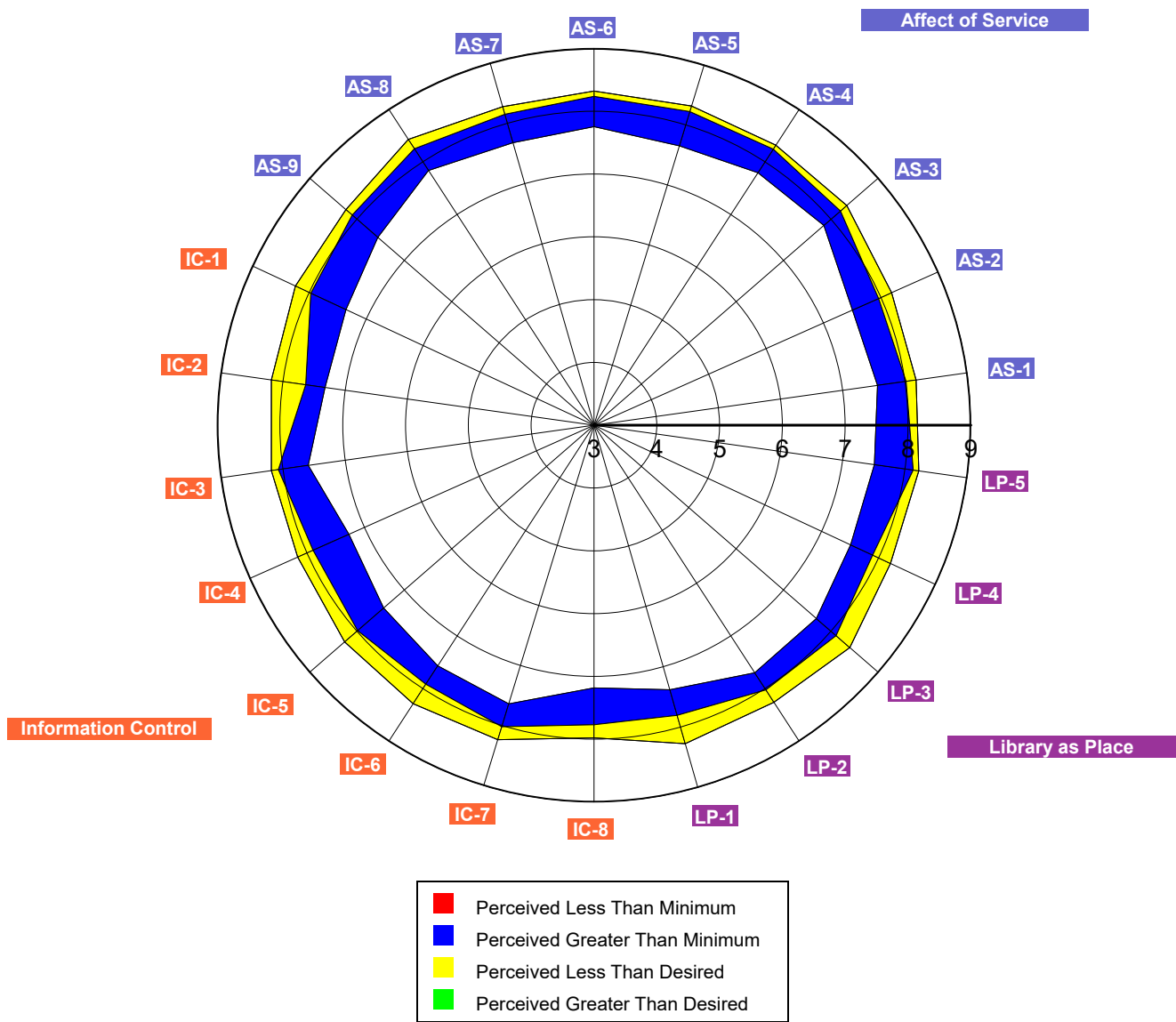
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	110	19.54
Escuela de Enfermería	32	5.68
Otro	10	1.78
Unidad Fundadores	41	7.28
Unidad Obispado	71	12.61
Unidad San Pedro	198	35.17
Unidad Valle Alto	101	17.94
Total:	563	100.00

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	8.18	8.02	0.46	-0.16	211
AS-2	Dar a los usuarios atención individual	7.51	8.19	7.96	0.46	-0.23	235
AS-3	Empleados con un trato consistentemente cortés	7.85	8.33	8.20	0.35	-0.13	234
AS-4	Disposición para responder preguntas de los usuarios	7.79	8.32	8.24	0.45	-0.07	243
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.65	8.32	8.22	0.57	-0.09	215
AS-6	Empleados que se preocupan por atender a los usuarios	7.75	8.32	8.24	0.48	-0.08	562
AS-7	Empleados que entienden las necesidades de sus usuarios	7.68	8.28	8.15	0.47	-0.13	213
AS-8	Disposición para ayudar a los usuarios	7.84	8.43	8.25	0.41	-0.18	220
AS-9	Manejo confiable de problemas de servicio al usuario	7.56	8.23	8.10	0.54	-0.13	198
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.36	8.24	7.97	0.62	-0.27	196
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.33	8.19	7.64	0.31	-0.55	258
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.60	8.19	8.07	0.48	-0.11	257
IC-4	Los recursos electrónicos de información que necesito	7.27	8.16	7.90	0.62	-0.27	553
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.44	8.26	7.99	0.55	-0.27	249
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.57	8.29	7.92	0.35	-0.37	253
IC-7	Hacer la información fácilmente accesible para uso independiente	7.64	8.24	8.02	0.38	-0.22	241
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.18	7.98	7.77	0.59	-0.21	191
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.38	8.27	7.81	0.42	-0.47	561
LP-2	Espacio silencioso para actividades individuales	7.70	8.26	8.03	0.33	-0.23	227
LP-3	Un sitio cómodo y acogedor	7.69	8.40	8.11	0.41	-0.29	241
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.51	8.21	7.90	0.39	-0.31	204
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.51	8.22	8.13	0.63	-0.09	216
Overall:		7.56	8.24	8.00	0.45	-0.24	564

Language: English (American), Spanish

Institution Type: College or University

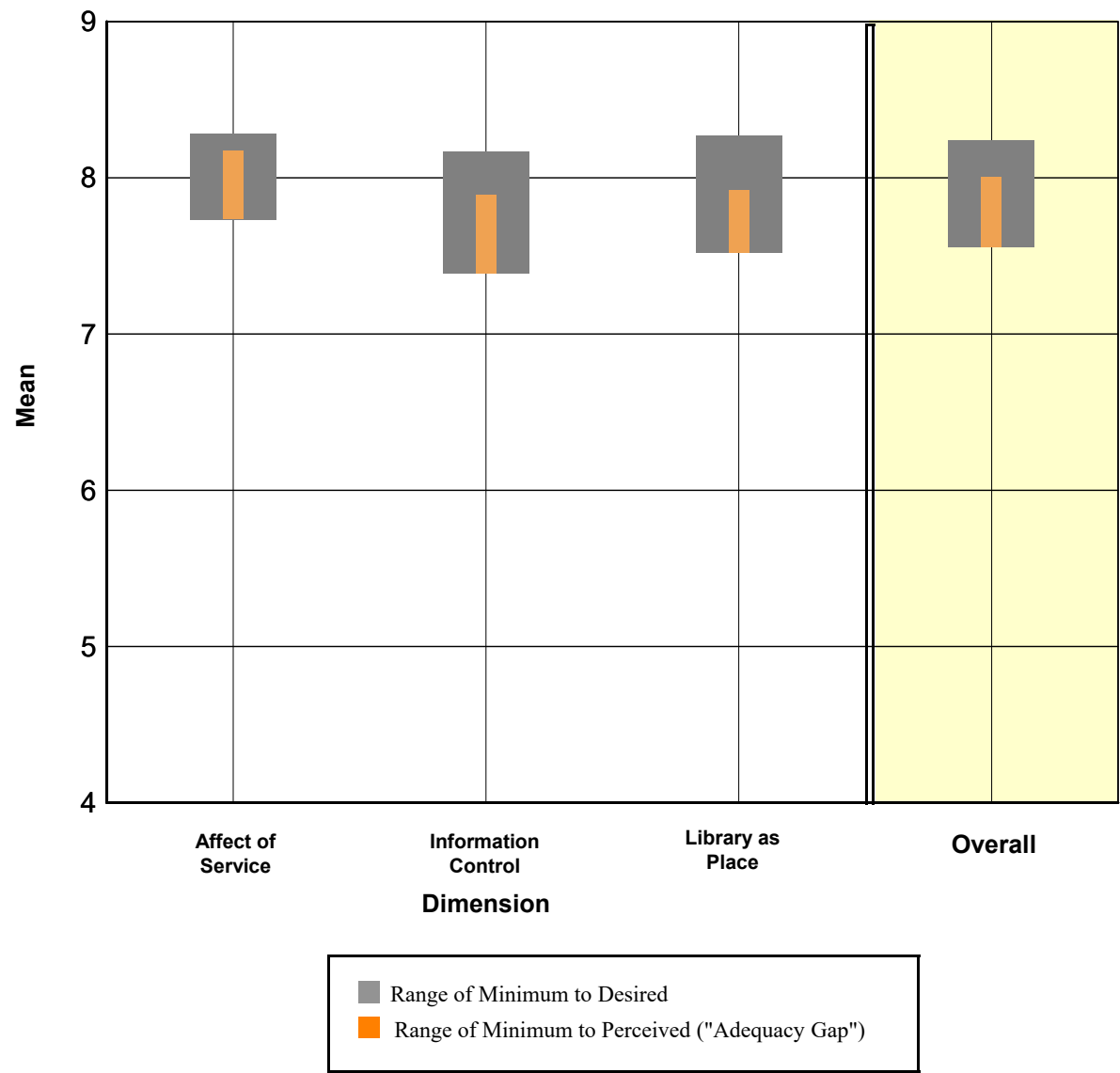
Consortium: None

User Group: Estudiante de preparatoria o profesional

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	1.72	1.29	1.41	1.20	1.10	211
AS-2	Dar a los usuarios atención individual	1.78	1.37	1.56	1.37	1.31	235
AS-3	Empleados con un trato consistentemente cortés	1.61	1.22	1.42	1.31	1.26	234
AS-4	Disposición para responder preguntas de los usuarios	1.55	1.16	1.20	1.23	1.09	243
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.77	1.18	1.35	1.45	0.95	215
AS-6	Empleados que se preocupan por atender a los usuarios	1.69	1.24	1.33	1.34	1.03	562
AS-7	Empleados que entienden las necesidades de sus usuarios	1.78	1.22	1.37	1.40	0.99	213
AS-8	Disposición para ayudar a los usuarios	1.60	1.02	1.17	1.18	0.79	220
AS-9	Manejo confiable de problemas de servicio al usuario	1.82	1.27	1.34	1.38	1.01	198
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.91	1.33	1.49	1.53	1.06	196
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.98	1.34	1.74	1.25	1.48	258
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.90	1.42	1.47	1.54	1.17	257
IC-4	Los recursos electrónicos de información que necesito	1.94	1.36	1.46	1.49	1.21	553
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.98	1.19	1.32	1.63	1.16	249
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.80	1.26	1.51	1.28	1.30	253
IC-7	Hacer la información fácilmente accesible para uso independiente	1.75	1.22	1.42	1.51	1.33	241
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.10	1.37	1.57	1.74	1.39	191
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.90	1.29	1.62	1.41	1.40	561
LP-2	Espacio silencioso para actividades individuales	1.75	1.21	1.32	1.57	1.33	227
LP-3	Un sitio cómodo y acogedor	1.83	1.05	1.48	1.36	1.43	241
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	1.86	1.46	1.68	1.40	1.38	204
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.92	1.23	1.42	1.69	1.31	216
Overall:		1.51	1.05	1.16	1.00	0.74	564

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	7.74	8.28	8.17	0.44	-0.11	564
Information Control	7.39	8.17	7.89	0.50	-0.28	564
Library as Place	7.52	8.27	7.92	0.40	-0.35	564
Overall	7.56	8.24	8.00	0.45	-0.24	564

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	1.49	1.08	1.16	1.04	0.75	564
Information Control	1.72	1.15	1.28	1.16	0.92	564
Library as Place	1.70	1.12	1.40	1.20	1.13	564
Overall	1.51	1.05	1.16	1.00	0.74	564

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	7.59	8.29	8.01	0.41	-0.29	199
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.49	8.19	7.99	0.50	-0.20	219
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	7.35	8.30	8.08	0.73	-0.21	201
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	7.42	8.07	8.15	0.73	0.08	197
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	7.55	8.26	7.90	0.36	-0.36	166

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	1.80	1.25	1.53	1.30	1.14	199
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	1.89	1.42	1.47	1.44	1.33	219
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	1.95	1.14	1.46	1.62	1.37	201
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	2.17	1.48	1.37	1.74	0.98	197
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	1.89	1.22	1.54	1.56	1.47	166

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de preparatoria o profesional

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 to 9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.17	1.59	356
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.11	1.52	317
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.14	1.46	564

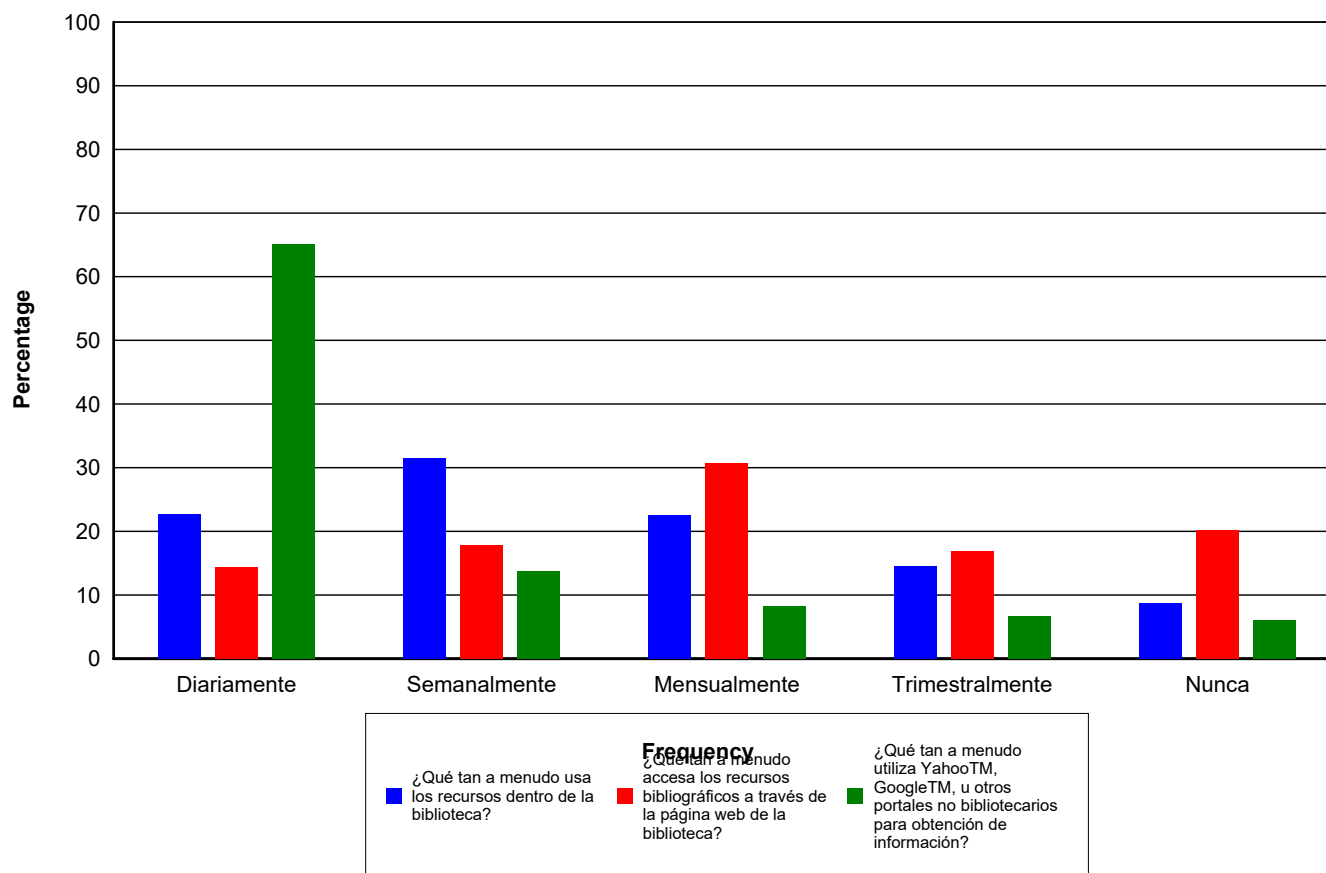
4.6 Information Literacy Outcomes Questions Summary for Estudiante de preparatoria o profesional

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 to 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	1.90	257
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.83	1.71	355
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.92	1.68	318
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.08	1.51	283
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	7.95	1.56	245

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?	128 22.70%	178 31.56%	127 22.52%	82 14.54%	49 8.69%	564 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	81 14.39%	100 17.76%	173 30.73%	95 16.87%	114 20.25%	563 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	367 65.07%	78 13.83%	47 8.33%	38 6.74%	34 6.03%	564 100.00%

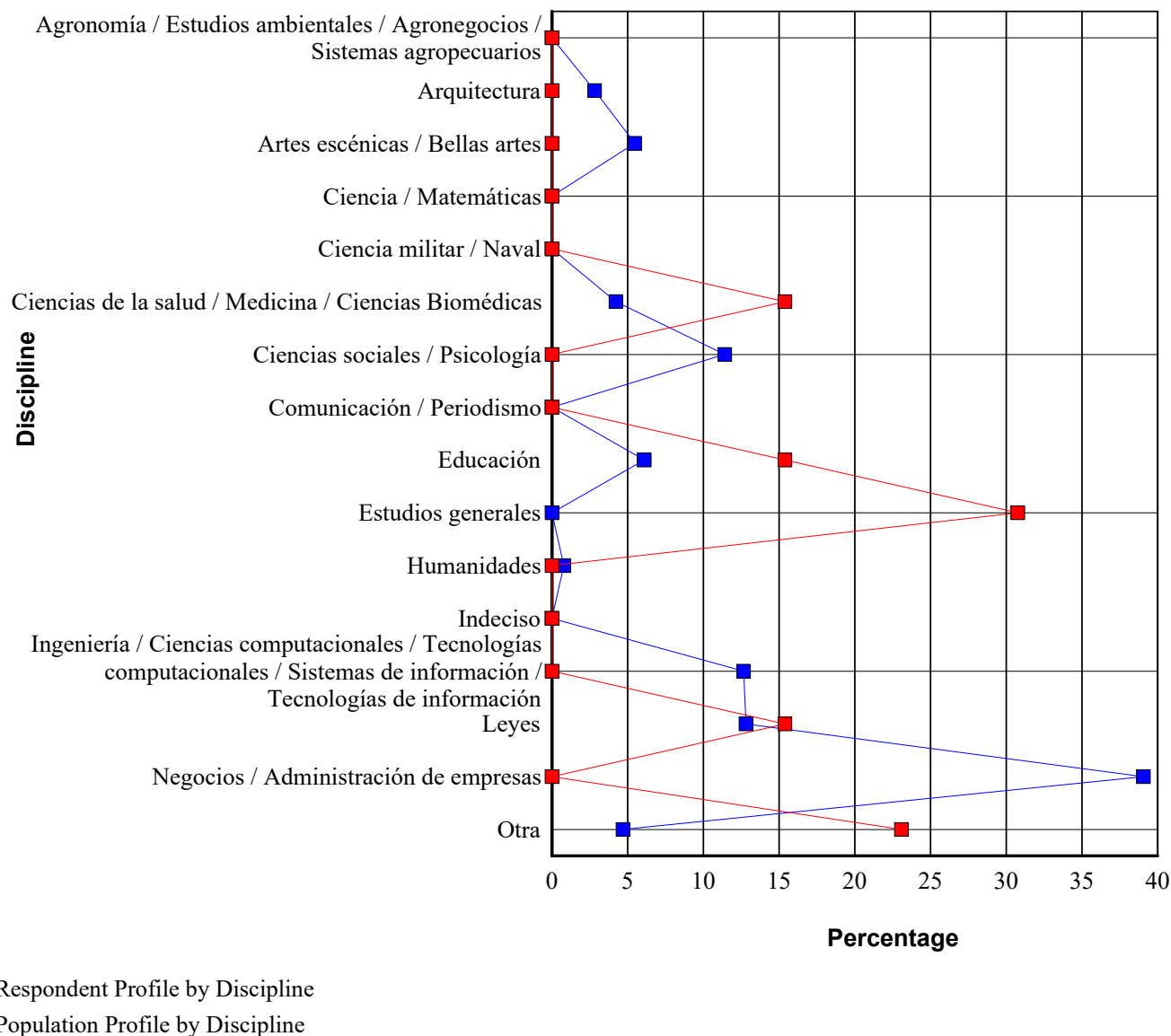
5 Estudiante de posgrado Summary for Universidad de Monterrey

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).

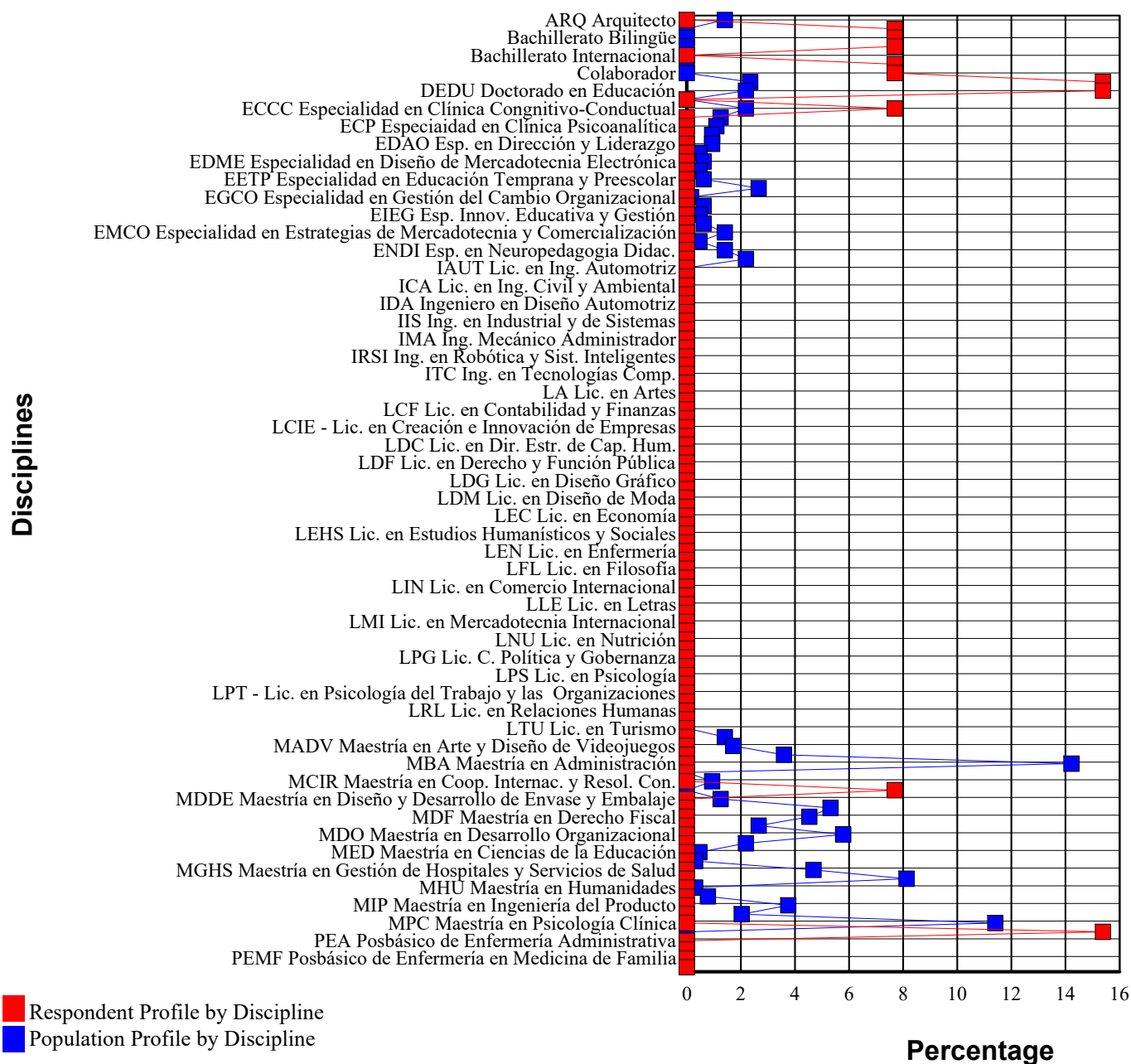


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	0	0.00	0	0.00	0.00
Arquitectura	18	2.81	0	0.00	2.81
Artes escénicas / Bellas artes	35	5.47	0	0.00	5.47
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	27	4.22	2	15.38	-11.17
Ciencias sociales / Psicología	73	11.41	0	0.00	11.41
Comunicación / Periodismo	0	0.00	0	0.00	0.00
Educación	39	6.09	2	15.38	-9.29
Estudios generales	0	0.00	4	30.77	-30.77
Humanidades	5	0.78	0	0.00	0.78
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	81	12.66	0	0.00	12.66
Leyes	82	12.81	2	15.38	-2.57
Negocios / Administración de empresas	250	39.06	0	0.00	39.06
Otra	30	4.69	3	23.08	-18.39
Total:	640	100.00	13	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).



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	9	1.41	0	0.00	1.41
Bachillerato Bicultural	0	0.00	1	7.69	-7.69
Bachillerato Bilingüe	0	0.00	1	7.69	-7.69
Bachillerato Enfermería	0	0.00	1	7.69	-7.69
Bachillerato Internacional	0	0.00	0	0.00	0.00
Bachillerato Multicultural	0	0.00	1	7.69	-7.69
Colaborador	0	0.00	1	7.69	-7.69
DDER Doctorado en Derecho	15	2.34	2	15.38	-13.04
DEDU Doctorado en Educación	14	2.19	2	15.38	-13.20
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Cognitivo-Conductual	14	2.19	1	7.69	-5.50
ECIE Especialidad en Competitividad e Innovación Empresarial	8	1.25	0	0.00	1.25
ECP Especialidad en Clínica Psicoanalítica	7	1.09	0	0.00	1.09
ECS Especialidad en Clínica Sistémica	6	0.94	0	0.00	0.94
EDAO Esp. en Dirección y Liderazgo	6	0.94	0	0.00	0.94
EDEP Especialidad en Diseño Editorial y Publicitario	3	0.47	0	0.00	0.47
EDME Especialidad en Diseño de Mercadotecnia Electrónica	4	0.63	0	0.00	0.63
EEGP Esp. Elab. y Gest. de Proy. y Coop.	3	0.47	0	0.00	0.47
EETP Especialidad en Educación Temprana y Preescolar	4	0.63	0	0.00	0.63
EFI Especialidad en Finanzas	17	2.66	0	0.00	2.66
EGCO Especialidad en Gestión del Cambio Organizacional	1	0.16	0	0.00	0.16
EIEA Esp. Interv. Educ. y Necesid Esp.	4	0.63	0	0.00	0.63
EIEG Esp. Innov. Educativa y Gestión	3	0.47	0	0.00	0.47
EJO Especialidad en Juicios Orales	4	0.63	0	0.00	0.63
EMCO Especialidad en Estrategias de Mercadotecnia y Comercialización	9	1.41	0	0.00	1.41
EMUE Esp. en Multicult. y Equidad	3	0.47	0	0.00	0.47
ENDI Esp. en Neuropedagogía Didac.	9	1.41	0	0.00	1.41
ETRI Esp. Negocios y Mercados Intl.	14	2.19	0	0.00	2.19
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

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

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
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
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
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
LEN Lic. en Enfermería	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

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de posgrado

LPCD - Lic. en Producción Cinematográfica 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
LRL Lic. en Relaciones Humanas	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	9	1.41	0	0.00	1.41
MADV Maestría en Arte y Diseño de Videojuegos	11	1.72	0	0.00	1.72
MAIN Maestría Analitic. e Intel. en los Neg.	23	3.59	0	0.00	3.59
MBA Maestría en Administración	91	14.22	0	0.00	14.22
MCD Médico Cirujano Dentista	0	0.00	0	0.00	0.00
MCIR Maestría en Coop. Internac. y Resol. Con.	6	0.94	0	0.00	0.94
MCP Médico Cirujano y Partero	0	0.00	1	7.69	-7.69
MDDE Maestría en Diseño y Desarrollo de Envase y Embalaje	8	1.25	0	0.00	1.25
MDE Maestría en Derecho de la Empresa	34	5.31	0	0.00	5.31
MDF Maestría en Derecho Fiscal	29	4.53	0	0.00	4.53
MDG Maestría en Diseño Gráfico	17	2.66	0	0.00	2.66
MDO Maestría en Desarrollo Organizacional	37	5.78	0	0.00	5.78
MDOC Maestría en Desarrollo Organizacional y Cambio	14	2.19	0	0.00	2.19
MED Maestría en Ciencias de la Educación	3	0.47	0	0.00	0.47
MEDL Maestría en Ciencias Educación Línea	2	0.31	0	0.00	0.31
MGHS Maestría en Gestión de Hospitales y Servicios de Salud	30	4.69	0	0.00	4.69
MGI Maestría en Gestión de la Ingeniería	52	8.13	0	0.00	8.13
MHU Maestría en Humanidades	2	0.31	0	0.00	0.31
MIIS Maestría en Ingeniería Industrial y de Sistemas	5	0.78	0	0.00	0.78
MIP Maestría en Ingeniería del Producto	24	3.75	0	0.00	3.75
MLCS Maestría en Log. y Cadena de Suminist.	13	2.03	0	0.00	2.03
MPC Maestría en Psicología Clínica	73	11.41	0	0.00	11.41
Otra	0	0.00	2	15.38	-15.38
PEA Posbásico de Enfermería Administrativa	0	0.00	0	0.00	0.00
PEAD Posbásico de Enfermería en Administración y Docencia	0	0.00	0	0.00	0.00

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

PEMF Posbásico de Enfermería en Medicina de Familia	0	0.00	0	0.00	0.00
Profesor	0	0.00	0	0.00	0.00
Total:	640	100.00	13	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:	Population N	Population %	Respondents n	Respondents %
Femenino	326	53.53	8	61.54
Masculino	283	46.47	5	38.46
Total:	609	100.00	13	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	2	15.38
23 - 30	4	30.77
31 - 45	3	23.08
46 - 65	1	7.69
Más de 65	0	0.00
Menos de 18	3	23.08
Total:	13	100.00

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

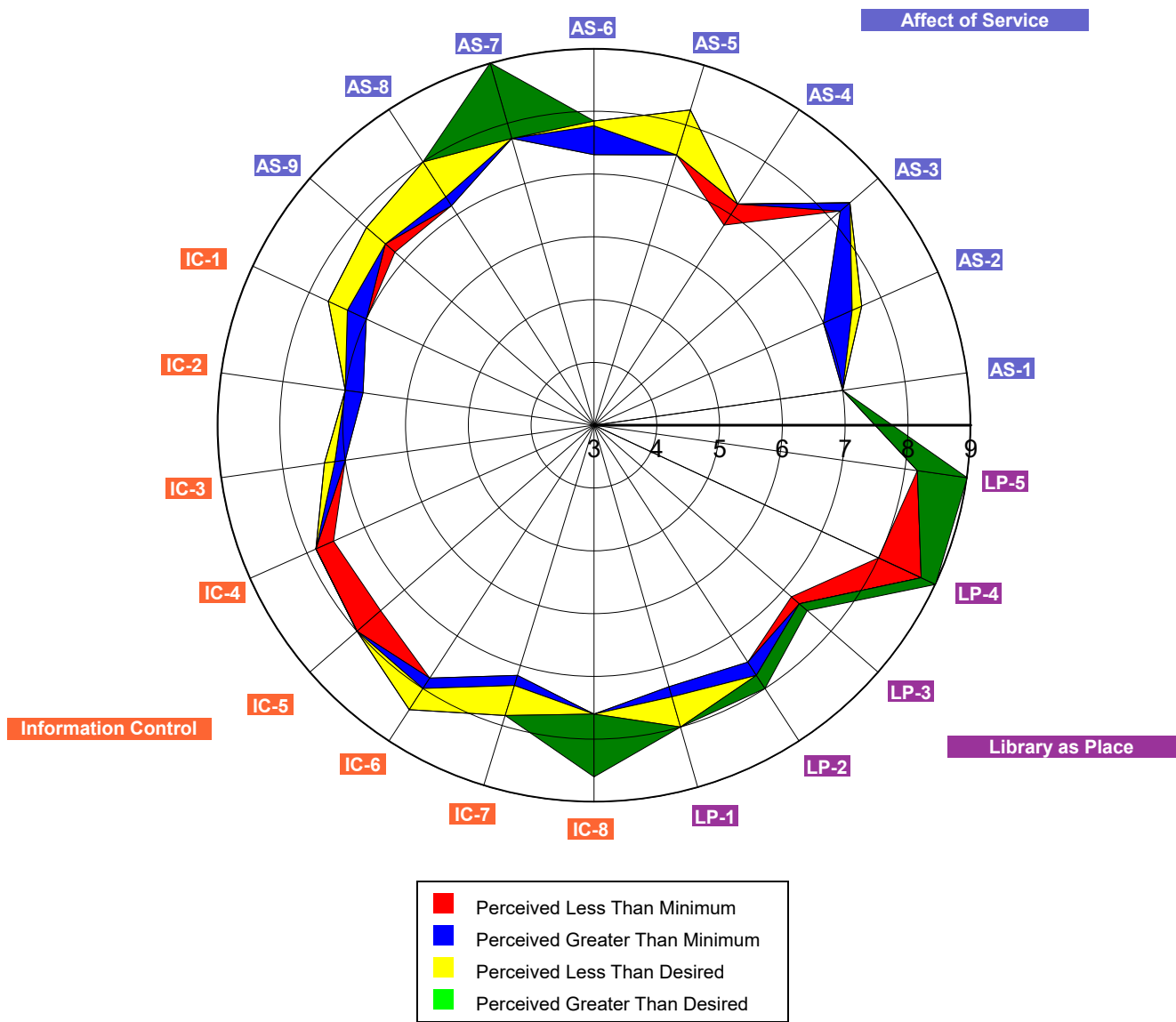
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	5	38.46
Escuela de Enfermería	1	7.69
Otro	0	0.00
Unidad Fundadores	1	7.69
Unidad Obispado	1	7.69
Unidad San Pedro	4	30.77
Unidad Valle Alto	1	7.69
Total:	13	100.00

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.)



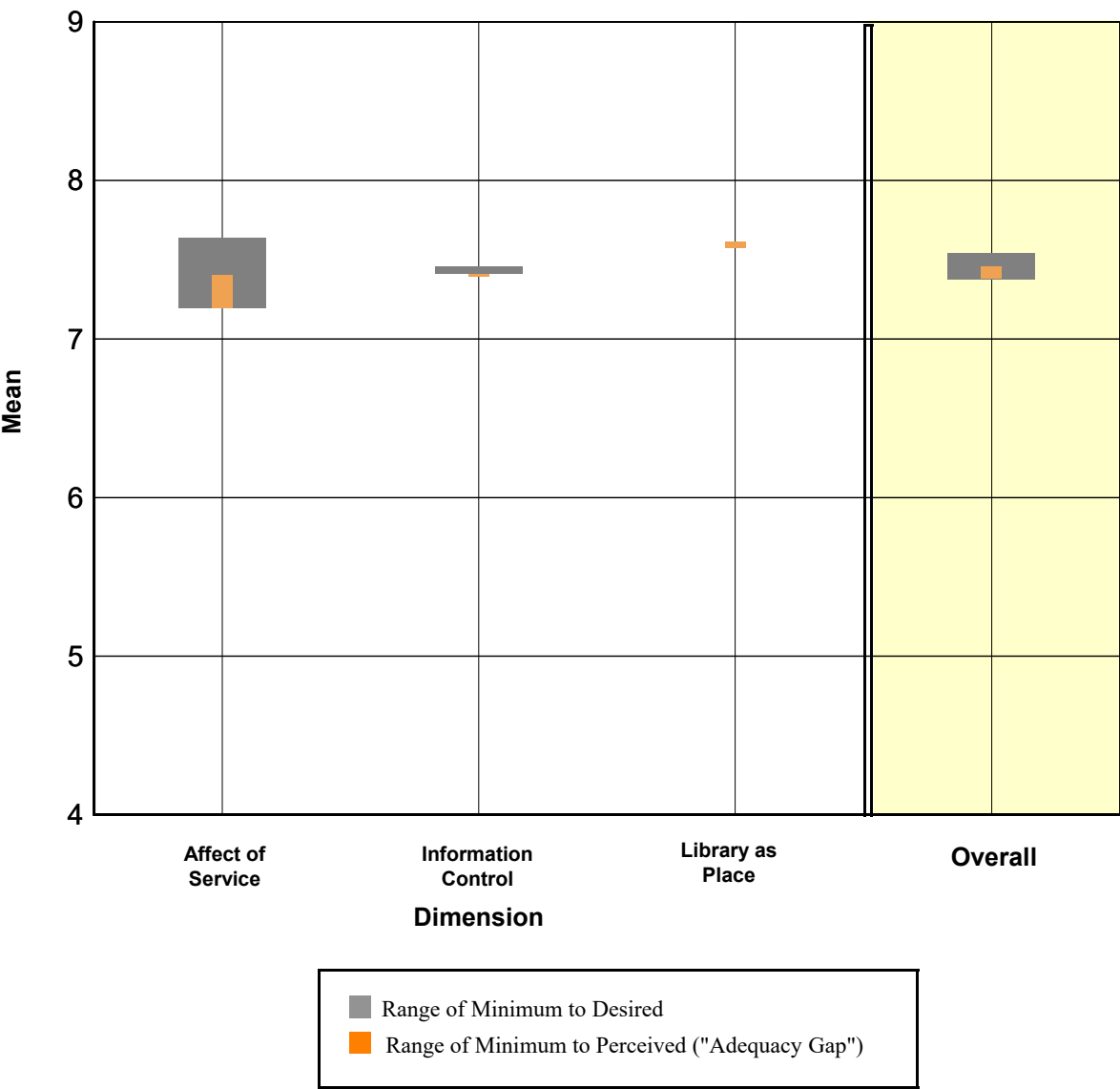
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.00	7.00	7.00	0.00	0.00	2
AS-2	Dar a los usuarios atención individual	7.00	7.67	7.50	0.50	-0.17	6
AS-3	Empleados con un trato consistentemente cortés	8.20	8.40	8.40	0.20	0.00	5
AS-4	Disposición para responder preguntas de los usuarios	7.20	7.00	6.80	-0.40	-0.20	5
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.50	8.25	7.50	0.00	-0.75	4
AS-6	Empleados que se preocupan por atender a los usuarios	7.31	7.85	7.77	0.46	-0.08	13
AS-7	Empleados que entienden las necesidades de sus usuarios	7.75	6.50	7.75	0.00	1.25	4
AS-8	Disposición para ayudar a los usuarios	7.17	8.00	7.33	0.17	-0.67	6
AS-9	Manejo confiable de problemas de servicio al usuario	7.40	7.80	7.20	-0.20	-0.60	5
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.00	7.67	7.33	0.33	-0.33	3
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	6.71	7.00	7.00	0.29	0.00	7
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.00	7.33	7.17	0.17	-0.17	6
IC-4	Los recursos electrónicos de información que necesito	7.85	7.62	7.54	-0.31	-0.08	13
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	8.00	7.50	7.50	-0.50	0.00	4
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.80	8.40	8.00	0.20	-0.40	5
IC-7	Hacer la información fácilmente accesible para uso independiente	7.17	7.83	7.33	0.17	-0.50	6
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.60	6.60	7.60	0.00	1.00	5
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.33	8.00	7.50	0.17	-0.50	12
LP-2	Espacio silencioso para actividades individuales	7.50	7.75	8.00	0.50	0.25	4
LP-3	Un sitio cómodo y acogedor	7.33	7.00	7.17	-0.17	0.17	6
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	8.75	7.75	8.00	-0.75	0.25	4
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	8.20	7.20	8.40	0.20	1.20	5
Overall:		7.38	7.54	7.46	0.08	-0.08	13

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

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	2.83	2.83	2.83	0	0	2
AS-2	Dar a los usuarios atención individual	1.67	1.86	1.87	0.84	0.41	6
AS-3	Empleados con un trato consistentemente cortés	0.84	0.89	0.89	0.45	0	5
AS-4	Disposición para responder preguntas de los usuarios	1.92	1.87	1.79	0.55	0.45	5
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.73	0.96	2.38	1.63	2.22	4
AS-6	Empleados que se preocupan por atender a los usuarios	2.18	1.63	1.48	1.94	1.12	13
AS-7	Empleados que entienden las necesidades de sus usuarios	0.96	1.73	1.26	0.82	0.96	4
AS-8	Disposición para ayudar a los usuarios	2.40	1.10	2.07	0.41	1.21	6
AS-9	Manejo confiable de problemas de servicio al usuario	2.61	1.64	2.68	0.45	1.34	5
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	3.46	2.31	2.08	1.53	0.58	3
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.80	1.63	1.83	0.49	0.58	7
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	2.10	2.07	1.94	0.75	0.41	6
IC-4	Los recursos electrónicos de información que necesito	1.72	2.02	1.66	0.85	1.32	13
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.15	1.73	1.73	0.58	0	4
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.64	0.89	1.41	0.45	0.55	5
IC-7	Hacer la información fácilmente accesible para uso independiente	2.23	0.98	1.63	0.98	1.38	6
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.52	3.36	1.95	0.71	4.12	5
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	2.23	1.76	2.11	0.72	1.17	12
LP-2	Espacio silencioso para actividades individuales	1.73	1.50	1.41	1.00	0.50	4
LP-3	Un sitio cómodo y acogedor	1.75	1.67	1.72	0.41	0.75	6
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	0.50	1.50	1.41	1.50	0.50	4
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.10	3.03	0.89	0.45	2.17	5
Overall:		1.62	1.60	1.51	0.56	0.47	13

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	7.20	7.64	7.41	0.21	-0.23	13
Information Control	7.41	7.46	7.39	-0.02	-0.06	13
Library as Place	7.58	7.50	7.62	0.04	0.12	13
Overall	7.38	7.54	7.46	0.08	-0.08	13

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	1.93	1.48	1.64	0.87	0.46	13
Information Control	1.54	1.78	1.57	0.37	1.10	13
Library as Place	1.77	1.70	1.66	0.78	0.30	13
Overall	1.62	1.60	1.51	0.56	0.47	13

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	7.00	7.00	6.67	-0.33	-0.33	6
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.00	7.67	7.00	0	-0.67	3
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	8.75	8.25	8.25	-0.50	0	4
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	8.50	7.75	8.25	-0.25	0.50	4
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	8.50	8.25	8.00	-0.50	-0.25	4

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	1.90	1.90	1.75	0.52	1.37	6
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	2.00	2.31	2.00	0	1.15	3
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	0.50	0.96	0.96	0.58	0	4
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	0.58	0.96	0.96	0.50	1.00	4
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	1.00	1.50	1.41	0.58	0.50	4

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de posgrado

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 to 9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	7.78	1.64	9
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.17	0.98	6
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	7.69	1.75	13

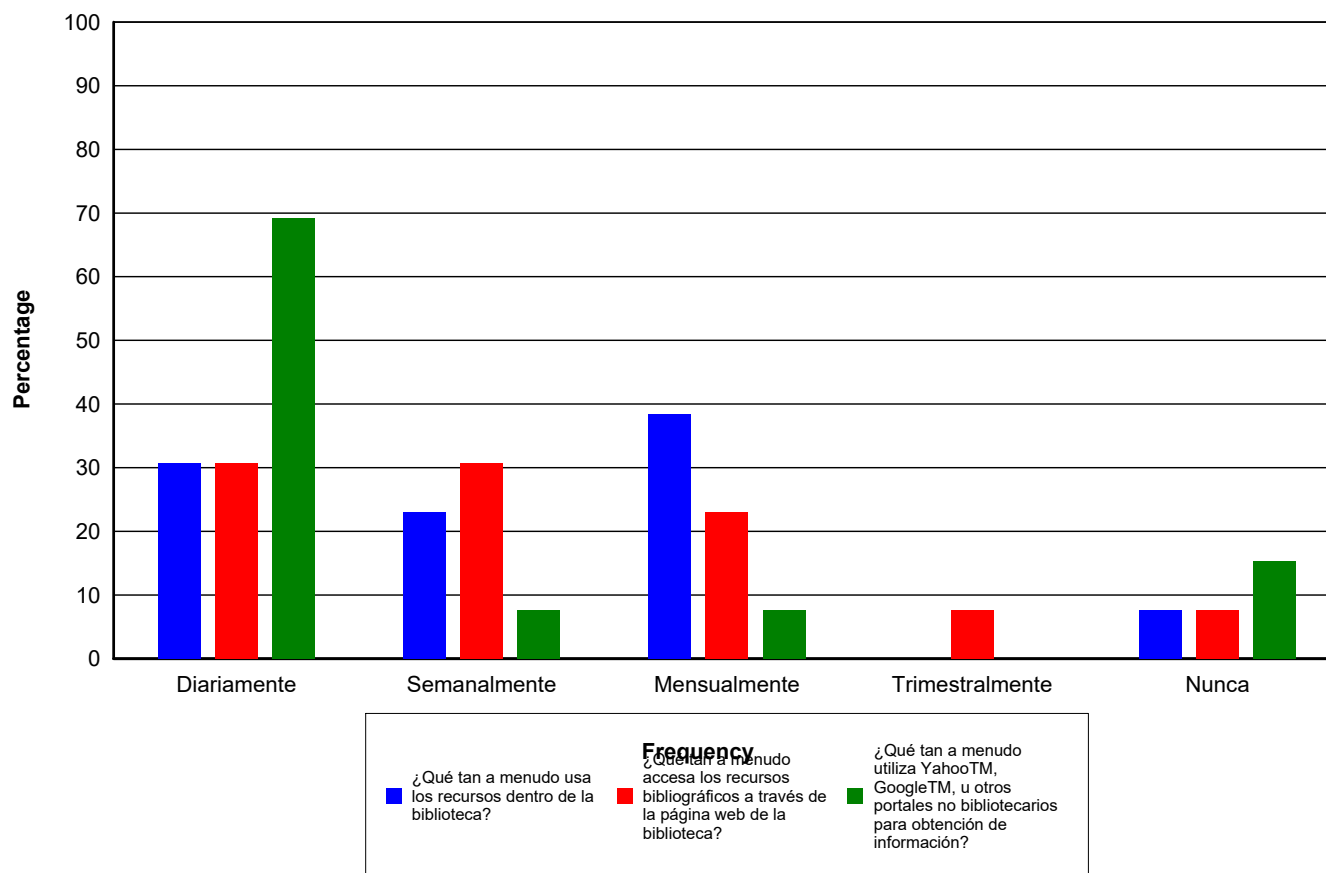
5.6 Information Literacy Outcomes Questions Summary for Estudiante de posgrado

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 to 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.	7.83	0.98	6
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.29	1.80	7
La biblioteca me permite ser más eficiente en mis trabajos académicos.	6.86	2.48	7
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.43	0.79	7
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.20	1.10	5

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?	4 30.77%	3 23.08%	5 38.46%	0 0 %	1 7.69%	13 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	4 30.77%	4 30.77%	3 23.08%	1 7.69%	1 7.69%	13 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	9 69.23%	1 7.69%	1 7.69%	0 0 %	2 15.38%	13 100.00%

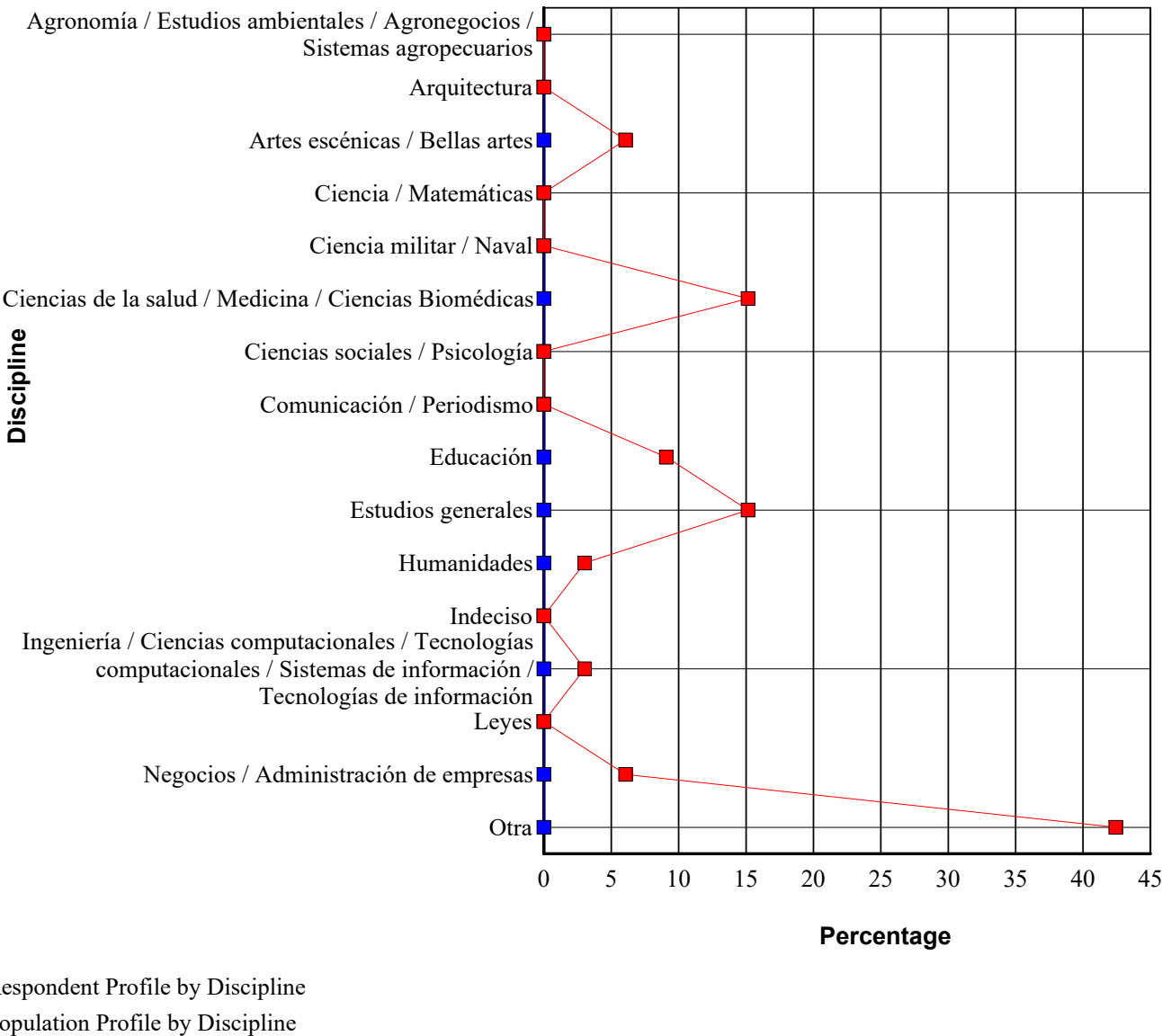
6 Profesor Summary for Universidad de Monterrey

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).

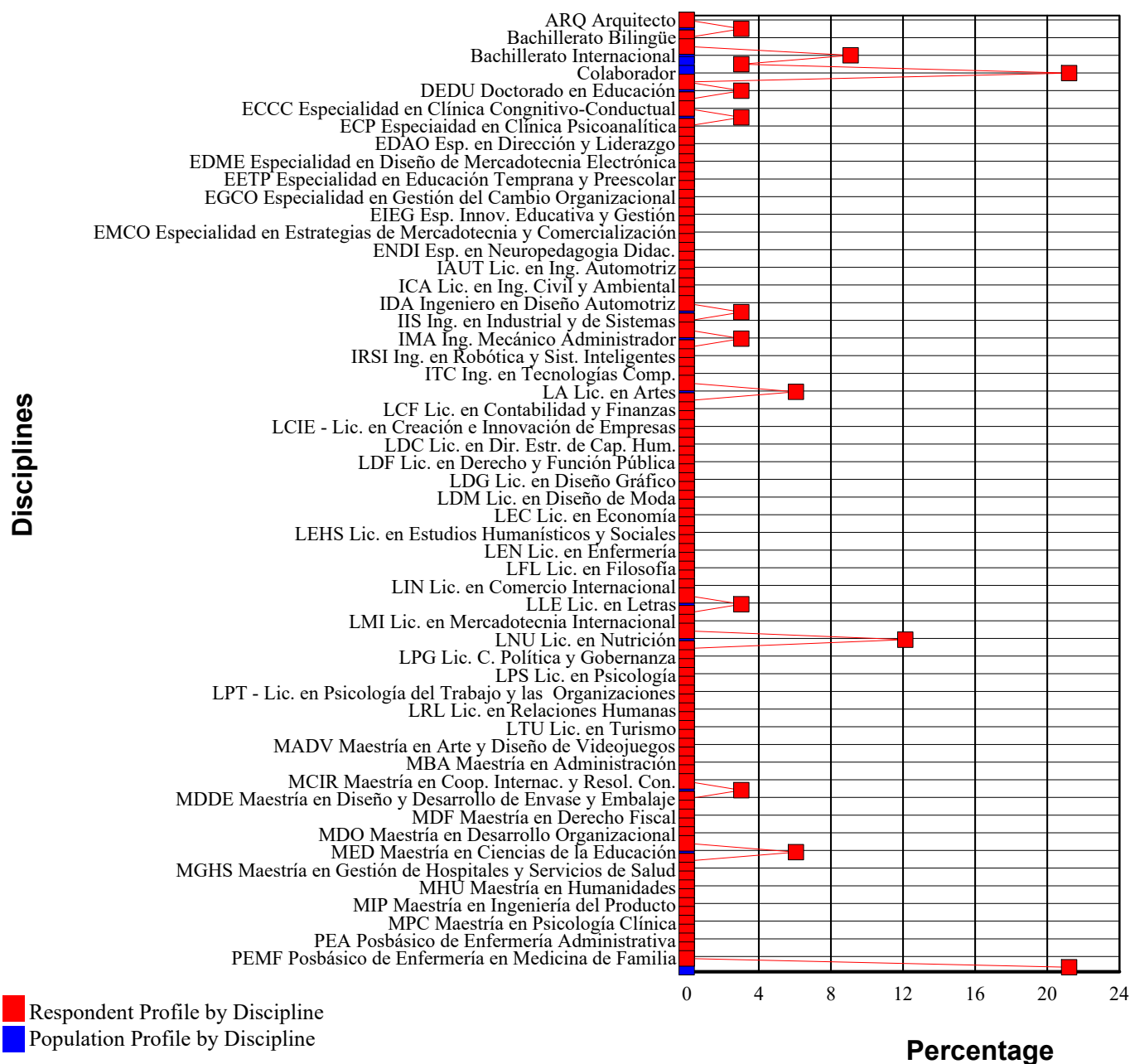


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	0	0.00	0	0.00	0.00
Arquitectura	0	0.00	0	0.00	0.00
Artes escénicas / Bellas artes	0	0.00	2	6.06	-6.06
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	0	0.00	5	15.15	-15.15
Ciencias sociales / Psicología	0	0.00	0	0.00	0.00
Comunicación / Periodismo	0	0.00	0	0.00	0.00
Educación	0	0.00	3	9.09	-9.09
Estudios generales	0	0.00	5	15.15	-15.15
Humanidades	0	0.00	1	3.03	-3.03
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	0	0.00	1	3.03	-3.03
Leyes	0	0.00	0	0.00	0.00
Negocios / Administración de empresas	0	0.00	2	6.06	-6.06
Otra	0	0.00	14	42.42	-42.42
Total:	0	100.00	33	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).



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	0	0.00	0	0.00	0.00
Bachillerato Bicultural	0	0.00	1	3.03	-3.03
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	3	9.09	-9.09
Bachillerato Multicultural	0	0.00	1	3.03	-3.03
Colaborador	0	0.00	7	21.21	-21.21
DDER Doctorado en Derecho	0	0.00	0	0.00	0.00
DEDU Doctorado en Educación	0	0.00	1	3.03	-3.03
Directivo	0	0.00	0	0.00	0.00
ECCC Especialidad en Clínica Cognitivo-Conductual	0	0.00	0	0.00	0.00
ECIE Especialidad en Competitividad e Innovación Empresarial	0	0.00	1	3.03	-3.03
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
EDAO Esp. en Dirección y Liderazgo	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
EEGP Esp. Elab. y Gest. de Proy. y Coop.	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
EIEA Esp. Interv. Educ. y Necesid Esp.	0	0.00	0	0.00	0.00
EIEG Esp. Innov. Educativa y Gestión	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
EMUE Esp. en Multicult. y Equidad	0	0.00	0	0.00	0.00
ENDI Esp. en Neuropedagogía Didac.	0	0.00	0	0.00	0.00
ETRI Esp. Negocios y Mercados Intl.	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	1	3.03	-3.03

Language: English (American), Spanish
Institution Type: College or University
Consortium: None
User Group: Profesor

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	1	3.03	-3.03
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
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	2	6.06	-6.06
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
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
LEN Lic. en Enfermería	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	1	3.03	-3.03
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	4	12.12	-12.12

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Profesor

LPCD - Lic. en Producción Cinematográfica 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
LRL Lic. en Relaciones Humanas	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
MAIN Maestría Analitic. e Intel. en los Neg.	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	0	0.00	0.00
MCIR Maestría en Coop. Internac. y Resol. Con.	0	0.00	0	0.00	0.00
MCP Médico Cirujano y Partero	0	0.00	1	3.03	-3.03
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
MED Maestría en Ciencias de la Educación	0	0.00	2	6.06	-6.06
MEDL Maestría en Ciencias Educación Línea	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	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
MLCS Maestría en Log. y Cadena de Suminist.	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	0	0.00	0.00
PEA Posbásico de Enfermería Administrativa	0	0.00	0	0.00	0.00
PEAD Posbásico de Enfermería en Administración y Docencia	0	0.00	0	0.00	0.00

PEMF Posbásico de Enfermería en Medicina de Familia	0	0.00	0	0.00	0.00
Profesor	0	0.00	7	21.21	-21.21
Total:	0	100.00	33	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	22	66.67
Masculino	11	33.33
Total:	33	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	0	0.00
31 - 45	17	51.52
46 - 65	15	45.45
Más de 65	1	3.03
Menos de 18	0	0.00
Total:	33	100.00

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

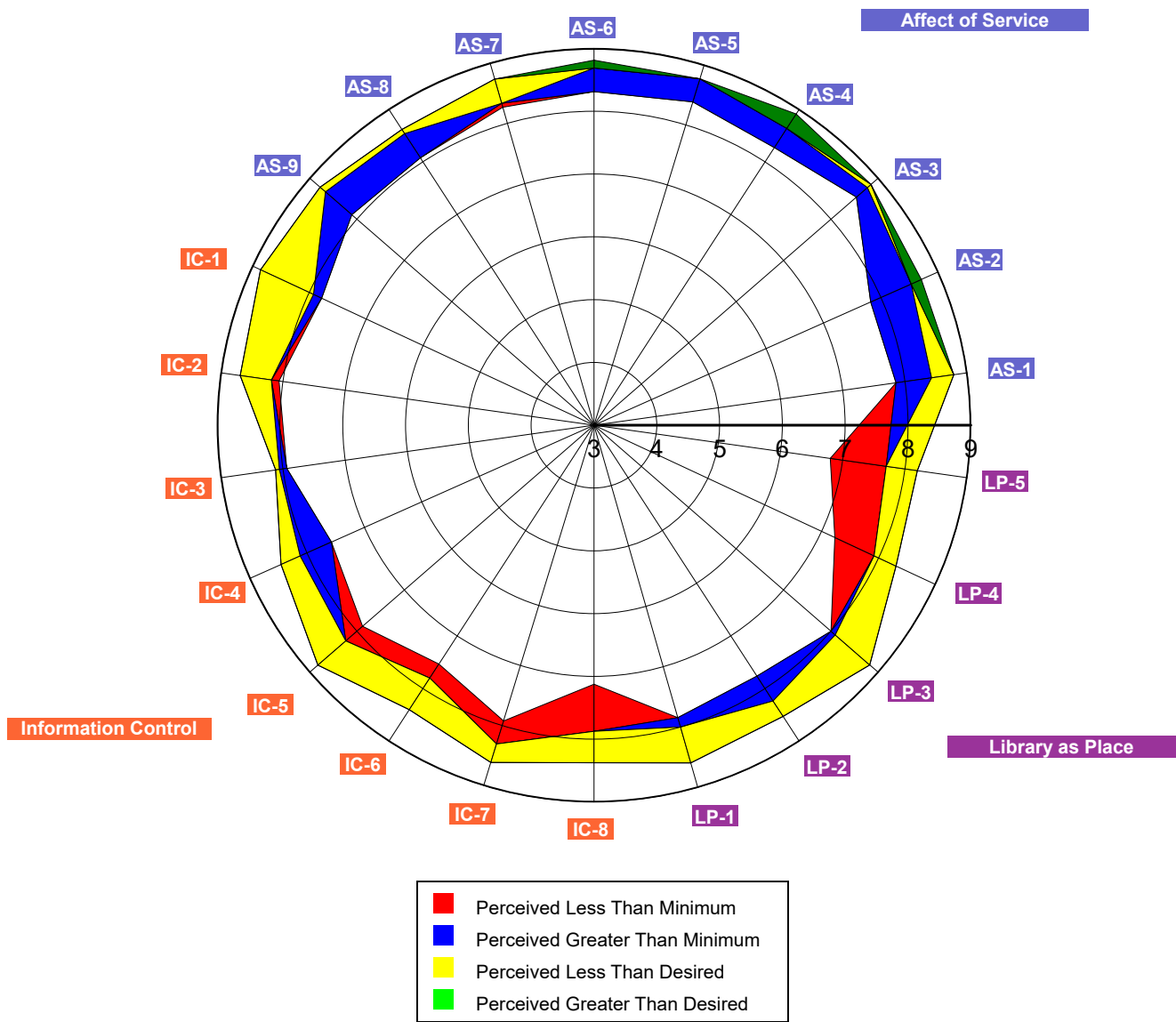
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	18	56.25
Escuela de Enfermería	1	3.13
Otro	0	0.00
Unidad Fundadores	2	6.25
Unidad Obispado	1	3.13
Unidad San Pedro	9	28.13
Unidad Valle Alto	1	3.13
Total:	32	100.00

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.)

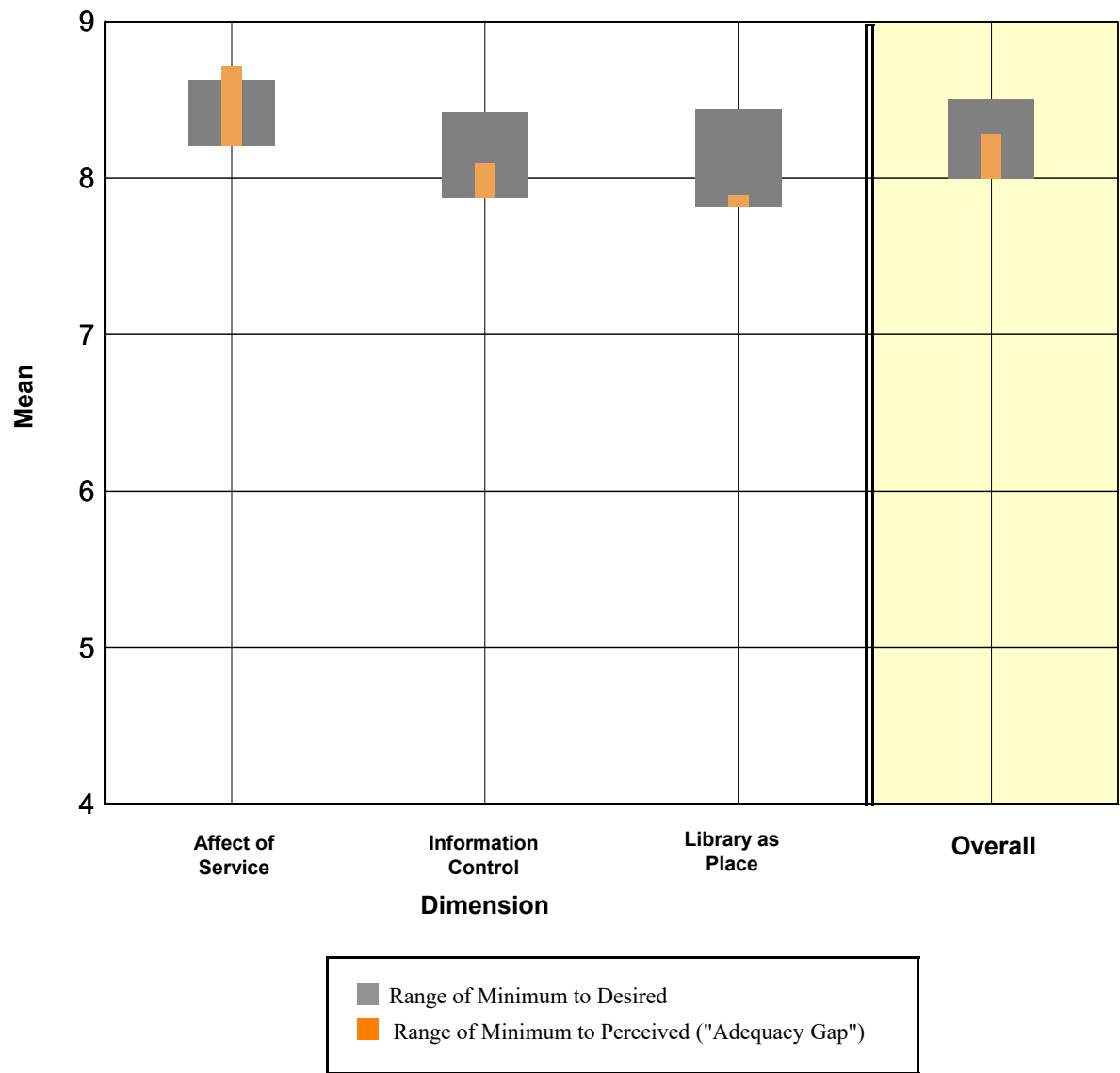


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.86	8.79	8.43	0.57	-0.36	14
AS-2	Dar a los usuarios atención individual	7.82	8.53	8.71	0.88	0.18	17
AS-3	Empleados con un trato consistentemente cortés	8.54	8.85	8.77	0.23	-0.08	13
AS-4	Disposición para responder preguntas de los usuarios	8.27	8.64	8.91	0.64	0.27	11
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	8.38	8.77	8.77	0.38	0.00	13
AS-6	Empleados que se preocupan por atender a los usuarios	8.31	8.69	8.81	0.50	0.13	32
AS-7	Empleados que entienden las necesidades de sus usuarios	8.33	8.73	8.27	-0.07	-0.47	15
AS-8	Disposición para ayudar a los usuarios	8.08	8.62	8.54	0.46	-0.08	13
AS-9	Manejo confiable de problemas de servicio al usuario	8.11	8.78	8.67	0.56	-0.11	9
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.79	8.86	7.93	0.14	-0.93	14
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.19	8.69	8.06	-0.13	-0.63	16
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.94	8.12	8.06	0.12	-0.06	17
IC-4	Los recursos electrónicos de información que necesito	7.58	8.45	8.12	0.55	-0.33	33
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	8.24	8.82	7.88	-0.35	-0.94	17
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.80	8.40	7.53	-0.27	-0.87	15
IC-7	Hacer la información fácilmente accesible para uso independiente	8.31	8.62	7.92	-0.38	-0.69	13
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.88	8.38	7.13	-0.75	-1.25	8
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.84	8.59	8.00	0.16	-0.59	32
LP-2	Espacio silencioso para actividades individuales	7.76	8.53	8.24	0.47	-0.29	17
LP-3	Un sitio cómodo y acogedor	8.00	8.82	8.09	0.09	-0.73	11
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.92	8.31	7.23	-0.69	-1.08	13
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.70	8.20	6.80	-0.90	-1.40	10
Overall:		8.00	8.51	8.28	0.28	-0.22	33

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	1.10	0.43	0.94	0.94	0.84	14
AS-2	Dar a los usuarios atención individual	1.13	0.80	0.59	1.22	1.07	17
AS-3	Empleados con un trato consistentemente cortés	0.78	0.38	0.44	0.60	0.49	13
AS-4	Disposición para responder preguntas de los usuarios	0.90	0.81	0.30	1.03	0.90	11
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	0.65	0.44	0.60	0.96	0.82	13
AS-6	Empleados que se preocupan por atender a los usuarios	1.57	0.69	0.59	1.57	0.55	32
AS-7	Empleados que entienden las necesidades de sus usuarios	1.18	0.80	1.44	0.88	1.19	15
AS-8	Disposición para ayudar a los usuarios	0.95	0.87	0.88	0.78	0.49	13
AS-9	Manejo confiable de problemas de servicio al usuario	0.93	0.44	0.50	0.88	0.60	9
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.05	0.36	1.27	1.41	1.44	14
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	0.75	0.60	1.12	1.15	1.20	16
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.30	2.00	1.52	1.45	2.68	17
IC-4	Los recursos electrónicos de información que necesito	1.32	0.75	1.08	1.39	1.29	33
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	0.83	0.39	1.22	1.11	1.39	17
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.21	0.83	1.06	1.33	1.30	15
IC-7	Hacer la información fácilmente accesible para uso independiente	0.95	0.87	1.12	1.04	1.11	13
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	0.99	1.19	1.73	1.28	2.12	8
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.48	0.84	1.44	1.19	1.43	32
LP-2	Espacio silencioso para actividades individuales	1.03	0.87	1.20	1.07	0.92	17
LP-3	Un sitio cómodo y acogedor	1.18	0.40	1.81	1.58	1.95	11
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	1.38	1.32	1.48	1.65	1.44	13
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.57	1.32	2.44	2.08	2.59	10
Overall:		0.88	0.60	0.78	0.78	0.82	33

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	8.20	8.62	8.72	0.51	0.09	32
Information Control	7.88	8.42	8.09	0.22	-0.33	33
Library as Place	7.82	8.44	7.89	0.08	-0.55	32
Overall	8.00	8.51	8.28	0.28	-0.22	33

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	0.93	0.59	0.64	0.84	0.52	32
Information Control	0.99	0.78	0.94	1.04	1.23	33
Library as Place	1.31	0.99	1.29	0.91	1.13	32
Overall	0.88	0.60	0.78	0.78	0.82	33

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	7.44	8.25	6.94	-0.50	-1.31	16
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	7.92	8.58	8.17	0.25	-0.42	12
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	8.30	8.90	8.20	-0.10	-0.70	10
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	7.77	8.46	8.23	0.46	-0.23	13
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	8.13	8.88	7.38	-0.75	-1.50	8

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	2.03	2.08	2.38	1.83	1.85	16
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	0.90	0.67	1.19	1.29	1.00	12
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	0.67	0.32	0.79	0.57	0.67	10
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	1.09	0.97	0.83	0.78	0.83	13
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	0.83	0.35	1.30	1.39	1.31	8

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Profesor

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 to 9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.48	1.70	23
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.76	0.56	17
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.58	1.00	33

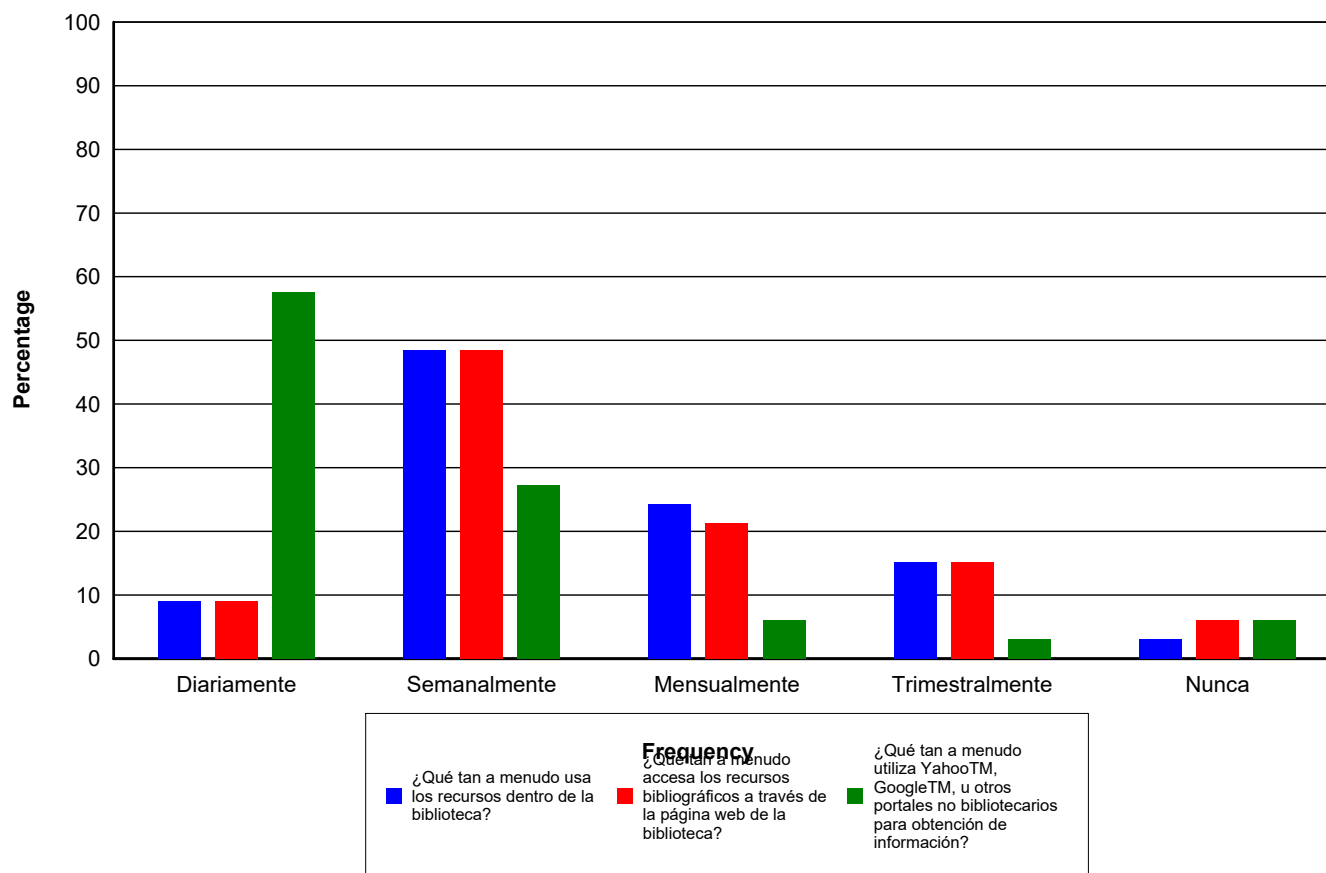
6.6 Information Literacy Outcomes Questions Summary for Profesor

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 to 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.	8.13	1.26	16
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.13	0.80	24
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.00	1.00	17
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.07	1.14	14
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.25	1.06	16

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?	3 9.09%	16 48.48%	8 24.24%	5 15.15%	1 3.03%	33 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	3 9.09%	16 48.48%	7 21.21%	5 15.15%	2 6.06%	33 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	19 57.58%	9 27.27%	2 6.06%	1 3.03%	2 6.06%	33 100.00%

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

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

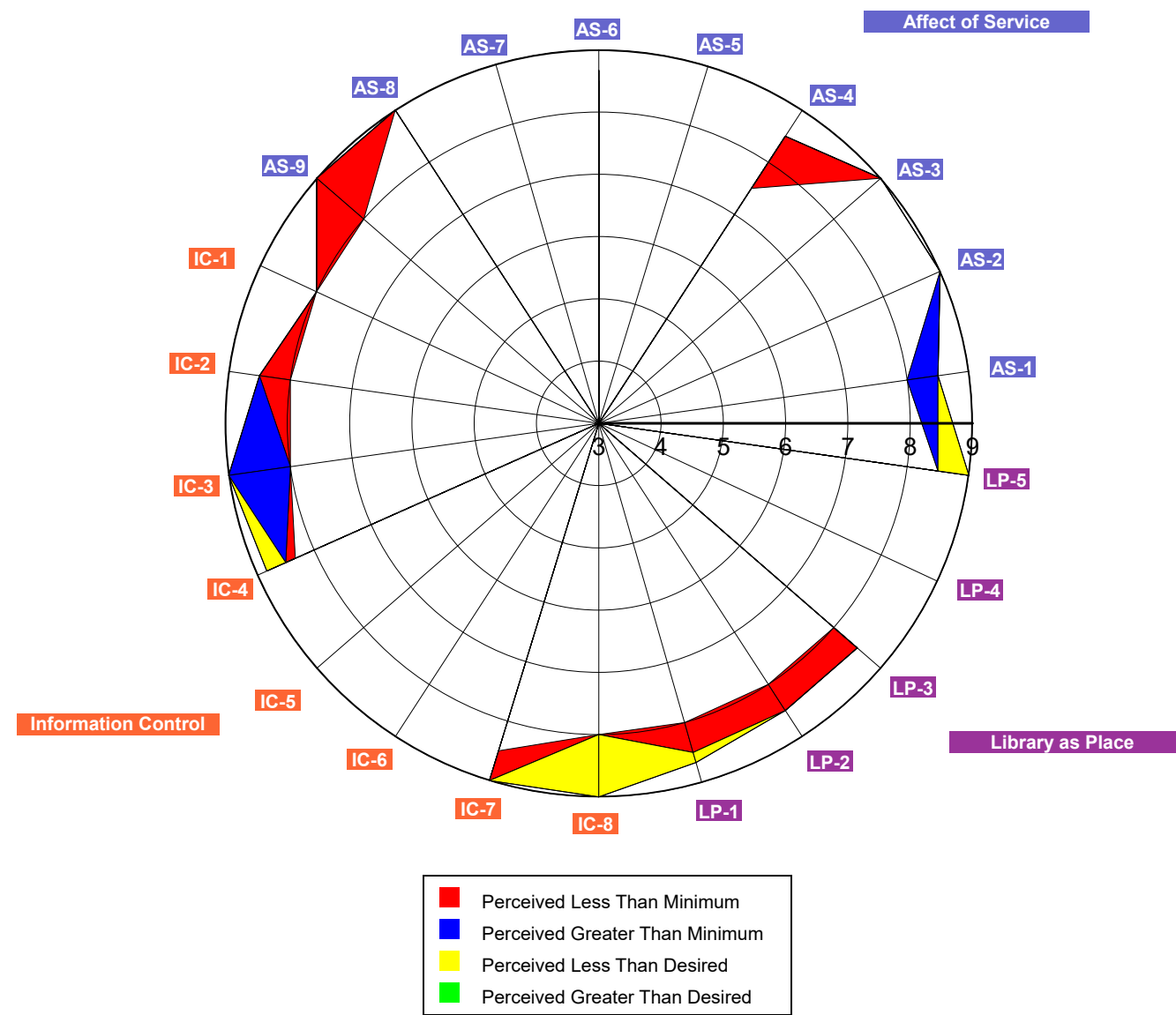
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	2	33.33
Escuela de Enfermería	1	16.67
Otro	1	16.67
Unidad Fundadores	0	0.00
Unidad Obispado	1	16.67
Unidad San Pedro	1	16.67
Unidad Valle Alto	0	0.00
Total:	6	100.00

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	8.50	8.50	0.50	0.00	2
AS-2	Dar a los usuarios atención individual	9.00	9.00	9.00	0.00	0.00	2
AS-3	Empleados con un trato consistentemente cortés	9.00	9.00	9.00	0.00	0.00	1
AS-4	Disposición para responder preguntas de los usuarios	8.50	8.00	7.50	-1.00	-0.50	2
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios						0
AS-6	Empleados que se preocupan por atender a los usuarios	8.50	8.67	8.50	0.00	-0.17	6
AS-7	Empleados que entienden las necesidades de sus usuarios						0
AS-8	Disposición para ayudar a los usuarios	9.00	9.00	9.00	0.00	0.00	2
AS-9	Manejo confiable de problemas de servicio al usuario	9.00	9.00	8.00	-1.00	-1.00	2
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.00	8.00	8.00	0.00	0.00	2
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.50	8.50	8.00	-0.50	-0.50	4
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	8.00	9.00	9.00	1.00	0.00	2
IC-4	Los recursos electrónicos de información que necesito	8.50	8.83	8.33	-0.17	-0.50	6
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito						0
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo						0
IC-7	Hacer la información fácilmente accesible para uso independiente	9.00	9.00	8.50	-0.50	-0.50	2
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	8.00	9.00	8.00	0.00	-1.00	2
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	8.50	8.67	8.00	-0.50	-0.67	6
LP-2	Espacio silencioso para actividades individuales	8.50	8.50	8.00	-0.50	-0.50	2
LP-3	Un sitio cómodo y acogedor	8.50	8.00	8.00	-0.50	0.00	2
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar						0
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	8.50	9.00	8.50	0.00	-0.50	2
Overall:		8.51	8.68	8.29	-0.22	-0.39	6

Language: English (American), Spanish
Institution Type: College or University
Consortium: None
User Group: Personal de biblioteca

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	1.41	0.71	0.71	0.71	0	2
AS-2	Dar a los usuarios atención individual	0	0	0	0	0	2
AS-3	Empleados con un trato consistentemente cortés						1
AS-4	Disposición para responder preguntas de los usuarios	0.71	1.41	2.12	1.41	0.71	2
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios						0
AS-6	Empleados que se preocupan por atender a los usuarios	1.22	0.82	1.22	0	0.41	6
AS-7	Empleados que entienden las necesidades de sus usuarios						0
AS-8	Disposición para ayudar a los usuarios	0	0	0	0	0	2
AS-9	Manejo confiable de problemas de servicio al usuario	0	0	1.41	1.41	1.41	2
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.41	1.41	1.41	0	0	2
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.00	1.00	1.15	1.00	1.00	4
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.41	0	0	1.41	0	2
IC-4	Los recursos electrónicos de información que necesito	1.22	0.41	1.03	0.98	0.84	6
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito						0
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo						0
IC-7	Hacer la información fácilmente accesible para uso independiente	0	0	0.71	0.71	0.71	2
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.41	0	1.41	2.83	1.41	2
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	0.84	0.82	1.10	0.84	1.03	6
LP-2	Espacio silencioso para actividades individuales	0.71	0.71	1.41	0.71	0.71	2
LP-3	Un sitio cómodo y acogedor	0.71	1.41	1.41	0.71	0	2
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar						0
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	0.71	0	0.71	1.41	0.71	2
Overall:		0.76	0.71	0.87	0.51	0.51	6

Language: English (American), Spanish

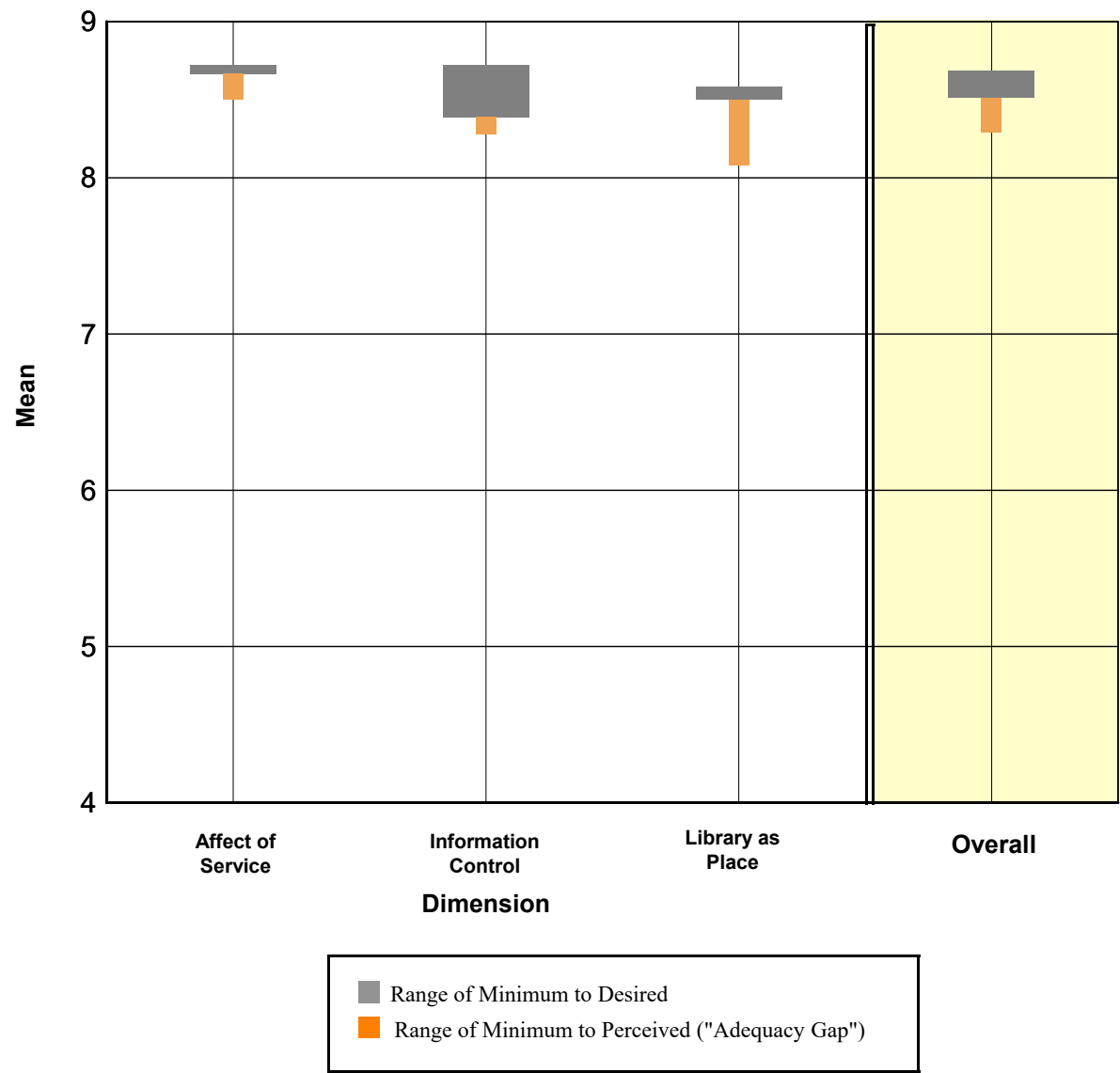
Institution Type: College or University

Consortium: None

User Group: Personal de biblioteca

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	8.67	8.72	8.50	-0.17	-0.22	6
Information Control	8.39	8.72	8.28	-0.11	-0.44	6
Library as Place	8.50	8.58	8.08	-0.42	-0.50	6
Overall	8.51	8.68	8.29	-0.22	-0.39	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	0.82	0.68	0.94	0.28	0.34	6
Information Control	0.90	0.68	0.90	0.81	0.66	6
Library as Place	0.55	0.80	1.02	0.74	0.77	6
Overall	0.76	0.71	0.87	0.51	0.51	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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	7.50	8.00	8.50	1.00	0.50	2
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (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
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	9.00	9.00	9.00	0	0	1
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido						0
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	8.50	9.00	9.00	0.50	0	2

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	2.12	1.41	0.71	1.41	0.71	2
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)						1
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética						1
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido						0
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	0.71	0	0	0.71	0	2

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 to 9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.50	0.71	2
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	9.00	0	4
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.50	0.84	6

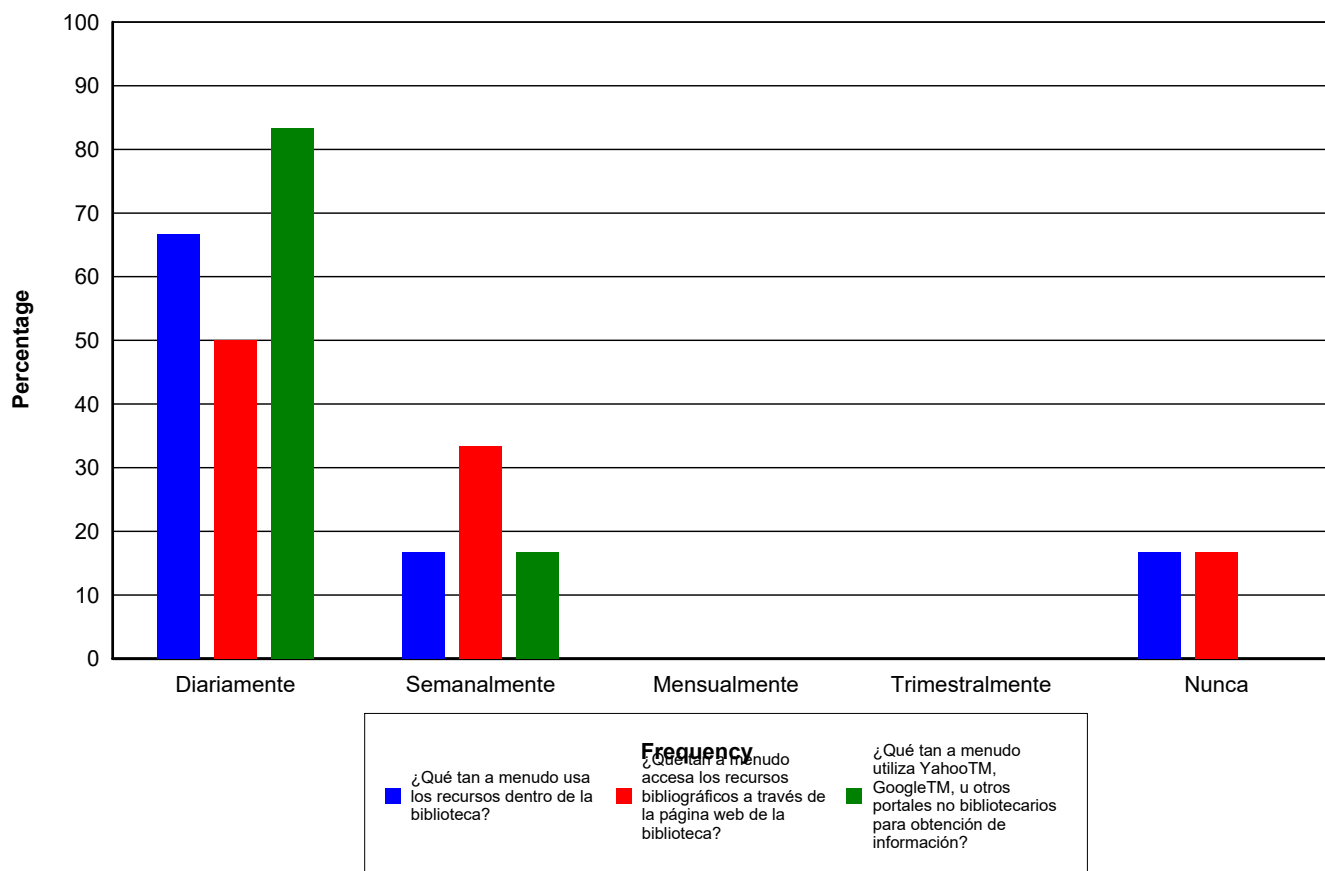
7.6 Information Literacy Outcomes Questions Summary for Personal de biblioteca

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 to 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		1
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.75	0.50	4
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.50	1.00	4
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	9.00	0	2
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	9.00		1

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?	4 66.67%	1 16.67%	0 0 %	0 0 %	1 16.67%	6 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	3 50.00%	2 33.33%	0 0 %	0 0 %	1 16.67%	6 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	5 83.33%	1 16.67%	0 0 %	0 0 %	0 0 %	6 100.00%

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	9	60.00
Masculino	6	40.00
Total:	15	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	2	12.50
23 - 30	4	25.00
31 - 45	4	25.00
46 - 65	6	37.50
Más de 65	0	0.00
Menos de 18	0	0.00
Total:	16	100.00

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

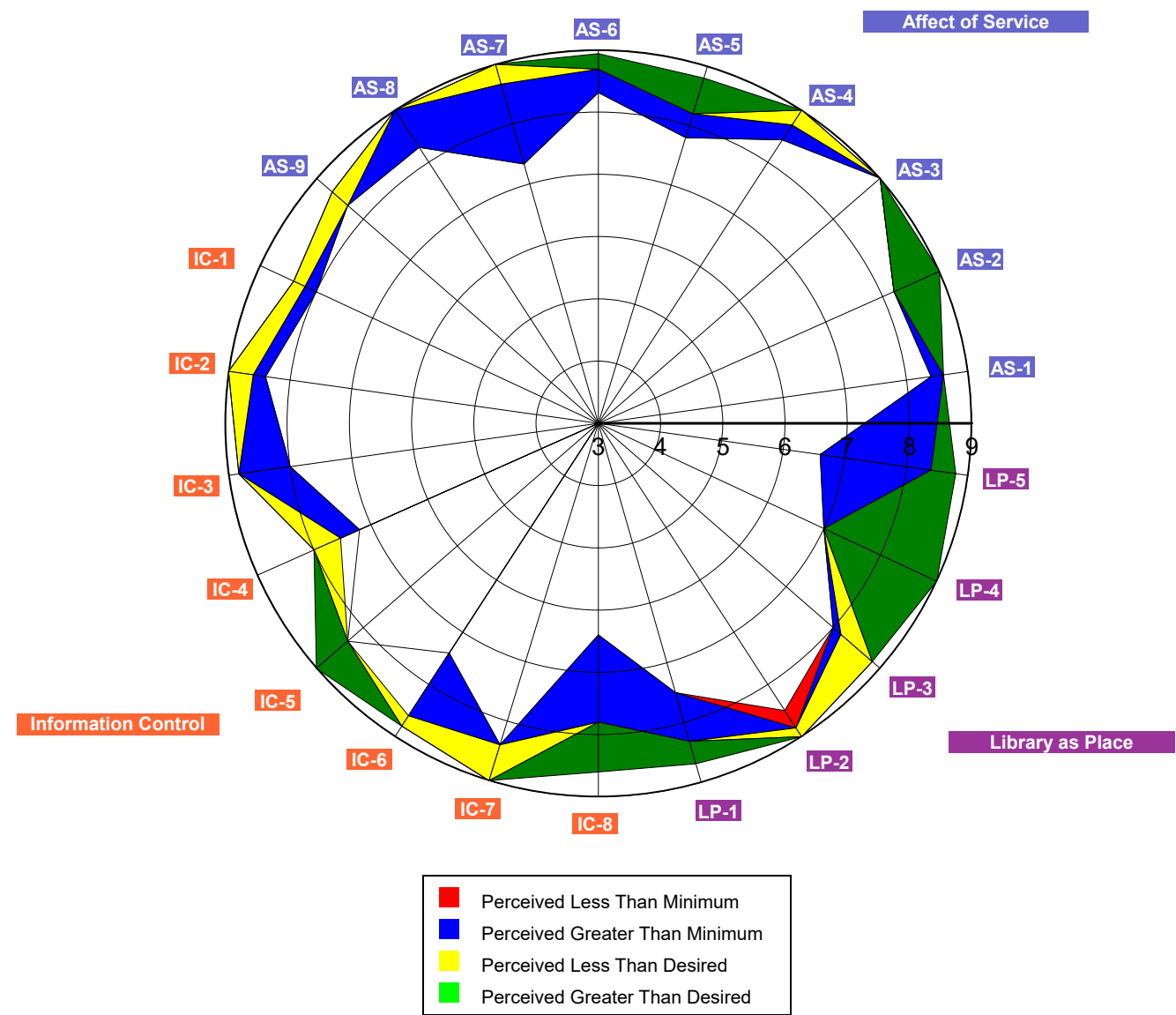
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	3	18.75
Escuela de Enfermería	2	12.50
Otro	0	0.00
Unidad Fundadores	3	18.75
Unidad Obispado	3	18.75
Unidad San Pedro	5	31.25
Unidad Valle Alto	0	0.00
Total:	16	100.00

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.)

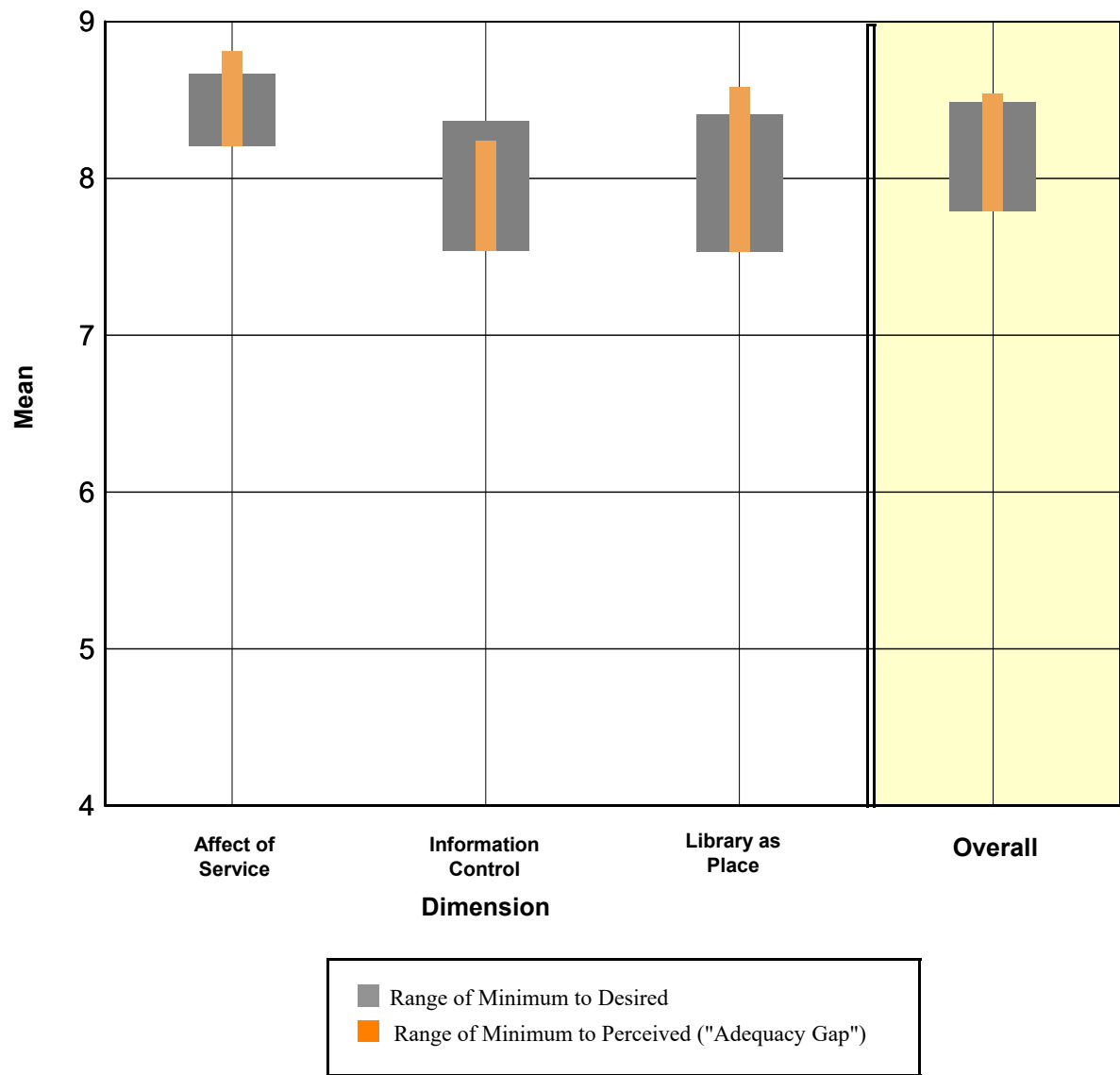


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	8.40	8.60	8.60	0.20	0.00	5
AS-2	Dar a los usuarios atención individual	8.20	8.20	9.00	0.80	0.80	5
AS-3	Empleados con un trato consistentemente cortés	9.00	9.00	9.00	0.00	0.00	3
AS-4	Disposición para responder preguntas de los usuarios	8.43	9.00	8.71	0.29	-0.29	7
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.80	8.20	8.80	1.00	0.60	5
AS-6	Empleados que se preocupan por atender a los usuarios	8.31	8.69	8.94	0.63	0.25	16
AS-7	Empleados que entienden las necesidades de sus usuarios	7.33	9.00	8.67	1.33	-0.33	3
AS-8	Disposición para ayudar a los usuarios	8.29	9.00	9.00	0.71	0.00	7
AS-9	Manejo confiable de problemas de servicio al usuario	8.33	8.67	8.33	0.00	-0.33	3
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.00	8.40	8.20	0.20	-0.20	5
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.40	9.00	8.60	0.20	-0.40	5
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	8.00	8.83	8.83	0.83	0.00	6
IC-4	Los recursos electrónicos de información que necesito	7.20	8.00	7.53	0.33	-0.47	15
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	8.33	8.17	8.83	0.50	0.67	6
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.40	8.80	8.60	1.20	-0.20	5
IC-7	Hacer la información fácilmente accesible para uso independiente	8.40	9.00	8.40	0.00	-0.60	5
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	6.40	7.80	8.60	2.20	0.80	5
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.50	8.31	8.69	1.19	0.38	16
LP-2	Espacio silencioso para actividades individuales	8.83	9.00	8.50	-0.33	-0.50	6
LP-3	Un sitio cómodo y acogedor	8.00	8.83	8.17	0.17	-0.67	6
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.00	7.00	9.00	2.00	2.00	2
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	6.60	8.40	8.80	2.20	0.40	5
Overall:		7.79	8.49	8.54	0.75	0.05	16

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	0.89	0.55	0.55	0.45	0	5
AS-2	Dar a los usuarios atención individual	1.79	1.79	0	1.79	1.79	5
AS-3	Empleados con un trato consistentemente cortés	0	0	0	0	0	3
AS-4	Disposición para responder preguntas de los usuarios	0.79	0	0.49	0.49	0.49	7
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.64	1.79	0.45	1.73	1.95	5
AS-6	Empleados que se preocupan por atender a los usuarios	1.35	1.01	0.25	1.36	1.00	16
AS-7	Empleados que entienden las necesidades de sus usuarios	2.08	0	0.58	2.31	0.58	3
AS-8	Disposición para ayudar a los usuarios	1.11	0	0	1.11	0	7
AS-9	Manejo confiable de problemas de servicio al usuario	0.58	0.58	0.58	0	0.58	3
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.41	1.34	1.30	1.10	1.79	5
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	0.89	0	0.55	0.45	0.55	5
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.10	0.41	0.41	1.17	0	6
IC-4	Los recursos electrónicos de información que necesito	2.37	1.73	2.03	2.38	2.67	15
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.63	1.60	0.41	1.76	1.63	6
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	2.61	0.45	0.55	2.17	0.45	5
IC-7	Hacer la información fácilmente accesible para uso independiente	0.55	0	1.34	1.22	1.34	5
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.88	1.64	0.55	2.68	1.79	5
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	2.56	1.99	0.48	2.46	2.06	16
LP-2	Espacio silencioso para actividades individuales	0.41	0	0.84	0.82	0.84	6
LP-3	Un sitio cómodo y acogedor	1.55	0.41	1.17	0.75	1.21	6
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	2.83	2.83	0	2.83	2.83	2
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	2.70	0.55	0.45	2.86	0.55	5
Overall:		1.66	1.13	0.51	1.67	1.28	16

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	8.21	8.67	8.81	0.60	0.15	16
Information Control	7.54	8.37	8.24	0.70	-0.13	16
Library as Place	7.53	8.41	8.58	1.05	0.17	16
Overall	7.79	8.49	8.54	0.75	0.05	16

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	1.24	1.01	0.30	1.27	1.05	16
Information Control	1.86	1.15	0.98	1.82	1.55	16
Library as Place	2.22	1.47	0.63	2.20	1.65	16
Overall	1.66	1.13	0.51	1.67	1.28	16

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	7.50	7.75	8.50	1.00	0.75	4
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	8.60	8.80	8.80	0.20	0	5
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	7.33	8.83	8.83	1.50	0	6
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	9.00	9.00	9.00	0	0	3
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	9.00	9.00	7.00	-2.00	-2.00	2

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
Colecciones de la biblioteca, impresas y en línea, suficientes y pertinentes para satisfacer mis necesidades de investigación y aprendizaje	1.73	1.89	0.58	2.00	2.22	4
La biblioteca proporciona servicios y recursos que contribuyen a mi éxito académico (adaptación de horarios de apertura, reserva de material, reunión con un bibliotecario en línea, acceso a nuevos recursos)	0.55	0.45	0.45	0.45	0	5
Las capacitaciones de la Biblioteca me ayudan a desarrollar mi capacidad para buscar, encontrar, usar, crear y comunicar conocimientos, información y datos de investigación de manera efectiva y ética	2.73	0.41	0.41	2.74	0.63	6
Los letreros en la biblioteca son útiles y el diseño de la biblioteca tiene sentido	0	0	0	0	0	3
Un cuadro de búsqueda único fácil de usar que me permite acceder a la información necesaria	0	0	2.83	2.83	2.83	2

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Colaborador UDEM

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 to 9.

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	9.00	0	8
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.11	2.32	9
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.94	0.25	16

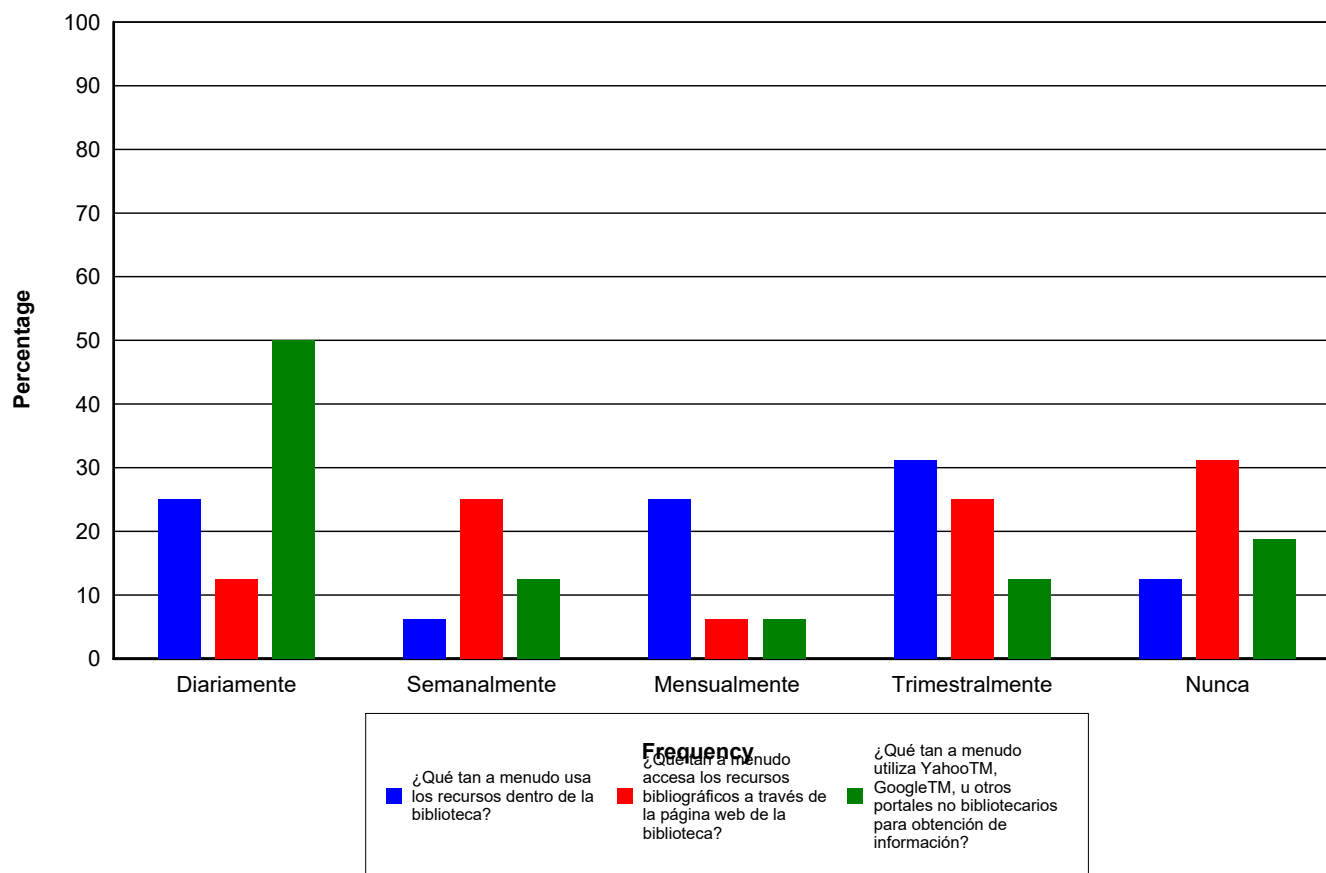
8.6 Information Literacy Outcomes Questions Summary for Colaborador UDEM

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 to 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	4
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.00	2.29	9
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.30	2.21	10
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.88	0.35	8
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.75	0.50	4

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 25.00%	1 6.25%	4 25.00%	5 31.25%	2 12.50%	16 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	2 12.50%	4 25.00%	1 6.25%	4 25.00%	5 31.25%	16 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	8 50.00%	2 12.50%	1 6.25%	2 12.50%	3 18.75%	16 100.00%

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/>](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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