



LibQUAL+®

2019 Survey

Universidad de Monterrey

Association of Research Libraries / Texas A&M University
www.libqual.org

Association of Research Libraries
21 Dupont Circle, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884
<http://www.libqual.org>
© 2019 Association of Research Libraries

1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2019 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

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

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

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

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. Through 2018, there have been 3,161 institutional surveys implemented across 1,390 institutions in 35 countries, 19 language translations, and over 2.8 million respondents. About 37% 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 2019 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>

Selected Bibliography

- Begay, Wendy, Daniel R. Lee, Jim Martin, and Michael Ray. "Quantifying Qualitative Data: Using LibQUAL+(TM) Comments for Library-Wide Planning Activities at the University of Arizona." *Journal of Library Administration* 40, no. 3/4 (2004): 111-120.
- Berry, L.L. *On Great Service: A Framework For Action*. New York: The Free Press, 1995.
- Bradford, Dennis W. and Tim Bower. "Using Content Analysis Software to Analyze Survey Comments." *Portal: Libraries and the Academy* 8, no. 4 (2008): 423-437.
- Cabrerizo, Francisco J., Ignacio J. Pérez, Javier López-Gijón, Enrique Herrera-Viedma, An Extended LibQUAL+ Model Based on Fuzzy Linguistic Information. *Modeling Decisions for Artificial Intelligence Lecture Notes in Computer Science* 2012: 90-101.
- Calvert, Philip, J. *Assessing the Effectiveness and Quality of Libraries*. Ph.D. Thesis, Victoria University of Wellington, 2008.
- Cook, Colleen C., Fred Heath, and Bruce Thompson. LibQUAL+™ from the UK Perspective. 5th Northumbria International Conference Proceedings, Durham, UK, July, 2003.
- Cook, Colleen C. (Guest Ed.). "Library Decision-Makers Speak to Their Uses of Their LibQUAL+™ Data: Some LibQUAL+™ Case Studies." *Performance Measurement and Metrics*, 3 (2002b).
- Cook, Colleen C. "A Mixed-Methods Approach to the Identification and Measurement of Academic Library Service Quality Constructs: LibQUAL+™." (PhD diss., Texas A&M University, 2001) *Dissertation Abstracts International*, 62 (2002A): 2295A (University Microfilms No. AAT3020024).
- Cook, Colleen C., and Fred Heath. "Users' Perceptions of Library Service Quality: A 'LibQUAL+™' Qualitative Study." *Library Trends*, 49 (2001): 548-84.
- Cook, Colleen C., Fred Heath, and Bruce Thompson. "'Zones of tolerance' in Perceptions of Library Service Quality: A LibQUAL+™ Study." *portal: Libraries and the Academy*, 3 (2003): 113-123.
- Cook, Colleen C., Fred Heath and Bruce Thompson.. "Score Norms for Improving Library Service Quality: A LibQUAL+™ Study." *portal: Libraries and the Academy*, 2 (2002): 13-26.
- Cook, Colleen C., Fred Heath, and Russell L. Thompson. "A Meta-Analysis of Response Rates in Web- or Internet-based Surveys." *Educational and Psychological Measurement*, 60 (2000): 821-36.
- Cook, Colleen C., and Bruce Thompson. "Psychometric Properties of Scores from the Web-based LibQUAL+™ Study of Perceptions of Library Service Quality." *Library Trends*, 49 (2001): 585-604.
- Cook, C., Bruce Thompson, and Martha Kyrilidou. (2010, May). Does using item sampling methods in library service quality assessment affect score norms?: A LibQUAL+® Lite study. <http://libqual.org/documents/LibQual/publications/lq_gr_3.pdf>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Cullen, Rowena. "Perspectives on User Satisfaction Surveys." *Library Trends*, 49 (2002): 662-86.
- Detlor, Brian and Kathy Ball. "Getting more value from the LibQUAL+ survey: The merits of qualitative analysis and importance-satisfaction matrices in assessing library patron comments." *College and Research Libraries*, 76 (2015): 796-810.
- Fagan, Jodi Condit. "The dimensions of library service quality: A confirmatory factor analysis of the LibQUAL+ model."

Library & Information Science Research 36, no. 1 (2014): 36-48.

Greenwood, Judy T., Alex P. Watson, and Melissa Dennis. "Ten Years of LibQual: A Study of Qualitative and Quantitative Survey Results at the University of Mississippi 2001-2010." *The Journal of Academic Librarianship* 37, no. 4 (2011): 312-318.

Guidry, Julie Anna. "LibQUAL+(TM) spring 2001 comments: a qualitative analysis using Atlas.ti ." *Performance Measurement and Metrics* 3, no. 2 (2002): 100-107.

Heath, F., Martha Kyrillidou. and Consuella A. Askew (Guest Eds.). "Libraries Report on Their LibQUAL+® Findings: From Data to Action." *Journal of Library Administration* 40 (3/4) (2004).

Heath, F., Colleen C. Cook, Martha Kyrillidou, and Bruce Thompson. "ARL Index and Other Validity Correlates of LibQUAL+™ Scores." *portal: Libraries and the Academy*, 2 (2002): 27-42.

Jones, Sherri and Kayongo, Jessica. "Identifying Student and Faculty Needs through LibQUAL+™: An Analysis of Qualitative Survey Comments." *College & Research Libraries* 69, no. 6 (2008): 493-509.

Kieftenbeld, Vincent and Prathiba Natesan. "Examining the measurement and structural invariance of LibQUAL+® across user groups." *Library & Information Science Research* 35, no. 2 (2013): 143-150.

Kyrillidou, M. The Globalization of Library Assessment and the Role of LibQUAL+®. From Library Science to Information Science: Studies in Honor of G. Kakouri (Athens, Greece: Tipothito-Giorgos Dardanos, 2005). [In Greek]

Kyrillidou, Martha. "Library Assessment As A Collaborative Enterprise." *Resource Sharing and Information Networks*, 18 ½ (2005-2006): 73-87.

Kyrillidou, Martha. (2006). "Measuring Library Service Quality: A Perceived Outcome for Libraries. This chapter appears in *Revisiting Outcomes Assessment in Higher Education*. Edited by Peter Hernon, Robert E. Dugan, and Candy Schwartz (Westport, CT: Library Unlimited, 2006): 351-66.

Kyrillidou, Martha. (Guest Ed.). "LibQUAL+® and Beyond: Library assessment with a focus on library improvement." *Performance Measurement and Metrics*, 9 (3) (2008).

Kyrillidou, M. "Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The "LibQUAL+® Lite" Randomized Control Trial (RCT)" (PhD diss., University of Illinois at Urbana-Champaign, 2009).
<https://www.ideals.illinois.edu/bitstream/handle/2142/14570/Kyrillidou_Martha.pdf?sequence=3>

Kyrillidou, Martha and Colleen C. Cook. "The evolution of measurement and evaluation of libraries: a perspective from the Association of Research Libraries." *Library Trends* 56 (4) (Spring 2008): 888-909.

Kyrillidou, Martha and Colleen C. Cook and S. Shyam Sunder Rao. "Measuring the Quality of Library Service through LibQUAL+®." In *Academic Library Research: Perspectives and Current Trends*. Edited by Marie L. Radford and Pamela Snelson (Chicago, IL: ACRL/ALA, 2008): 253-301.

Kyrillidou, M., Terry Olshen, Fred Heath, Claude Bonnelly, and Jean-Pierre Côte. "Cross-Cultural Implementation of LibQUAL+™: the French Language Experience. 5th Northumbria International Conference Proceedings (Durham, UK, 2003): 193-99.

Kyrillidou, M., Colleen Cook. and Bruce Thompson. (2010, May). Does using item sampling methods in library service quality assessment affect zone of tolerance boundaries?: A LibQUAL+® Lite study
<http://libqual.org/documents/LibQual/publications/lq_gr_2.pdf>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.

- Kyrillidou, M. and Mark Young. ARL Statistics 2003-04. Washington, DC: Association of Research Libraries, 2005.
- Lane, Forrest C., Baaska Anderson, Hector F. Ponce and Prathiba Natesan. "Factorial Invariance of LibQUAL+® as a Measure of Library Service Quality Over Time." *Library & Information Science Research* 34, no. 1 (2012): 22-30.
- Miller, Kathleen. *Service Quality in Academic Libraries: An Analysis of LibQUAL+™ Scores and Institutional Characteristics*. Ed.D. Dissertation, University of Central Florida, 2008.
- Nitecki, D.A. "Changing the Concept and Measure of Service Quality in Academic Libraries." *The Journal of Academic Librarianship*, 22 (1996): 181-90.
- Parasuraman, A., Leonard Berry, and Valerie Zeithaml. "Refinement and Reassessment of the SERVQUAL Scale *Journal of Retailing*, 67 (1991): 420-50.
- Thompson, B. "Representativeness Versus Response Rate: It Ain't the Response Rate!." Paper presented at the Association of Research Libraries (ARL) Measuring Service Quality Symposium on the New Culture of Assessment: Measuring Service Quality, Washington, DC, October 2002.
- Thompson, B., Colleen C. Cook, and Fred Heath. "The LibQUAL+™ Gap Measurement Model: The Bad, the Ugly, and the Good of Gap Measurement." *Performance Measurement and Metrics*, 1 (2002): 165-78.
- Thompson, B., Colleen C. Cook, and Fred Heath. "Structure of Perceptions of Service Quality in Libraries: A LibQUAL+™ Study." *Structural Equation Modeling*, 10 (2003): 456-464.
- Thompson, B., Colleen C. Cook, and Russell L. Thompson. Reliability and Structure of LibQUAL+™ Scores: Measuring Perceived Library Service Quality. *portal: Libraries and the Academy*, 2 (2002): 3-12.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. (2005). Concurrent validity of LibQUAL+® scores: What do LibQUAL+® scores measure? *Journal of Academic Librarianship*, 31: 517-22.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+® Study. *portal: Libraries and the Academy*, 6(2) (2006): 219-30.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Stability of Library Service Quality Benchmarking Norms Across Time and Cohorts: A LibQUAL+® Study." Paper presented at the Asia-Pacific Conference of Library and Information Education and Practice (A-LIEP), Singapore, April 3-4 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "How Can You Evaluate the Integrity of Your Library Assessment Data: Intercontinental LibQUAL+® Analysis Used as Concrete Heuristic Examples." Paper presented at the Library Assessment Conference: Building Effective, Sustainable, and Practical Assessment, Charlottesville, VA, August 4-6, 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "On-premises Library versus Google™-Like Information Gateway Usage Patterns: A LibQUAL+® Study." *portal: Libraries and the Academy* 7 (4) (Oct 2007a): 463-480.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "User library service expectations in health science vs. other settings: a LibQUAL+® Study." *Health Information and Libraries Journal* 24 (8) Supplement 1, (Dec 2007b): 38-45.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Library Users Service Desires: a LibQUAL+® Study." *Library Quarterly* 78 (1) (Jan 2008): 1-18.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Item sampling in service quality assessment surveys to improve response rates and reduce respondent burden: The "LibQUAL+® Lite" example." *Performance Measurement & Metrics*, 10 (1) (2009): 6-16.

- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Equating scores on Lite and long library user survey forms: The LibQUAL+® Lite randomized control trials." *Performance Measurement & Metrics*, 10 (3) (2009): 212-219.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. (2010, May). "Does using item sampling methods in library service quality assessment compromise data integrity?: A LibQUAL+® Lite study. <http://libqual.org/documents/LibQual/publications/lq_gr_1.pdf>". Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Does using item sampling methods in library service quality assessment compromise data integrity or zone of tolerance interpretation?: A LibQUAL+® Lite Study." 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment. Baltimore MD, October 25-27, 2010. (Washington DC: Association of Research Libraries, 2011).
- Town, S., and Martha Kyrillidou. "Developing a Values Scorecard" *Performance Measurement and Metrics* 14 (1) (2013): 1-16.
- Voorbij, H.. "The use of LibQUAL+ by European research libraries," *Performance Measurement and Metrics*, Vol. 13 Iss: 3 (2012): 154 - 168.
- Zeithaml, Valerie, A. Parasuraman, and Leonard L. Berry. *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. New York: Free Press, 1990.

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.

Name:	Francisco Javier García Martínez
Title:	
Address:	Av. Ignacio Morones Prieto 4500 pte. Col. Jesús M. Garza San Pedro Garza García, Nuevo León, 66238 Mexico
Phone:	+52 8182151519
Email:	fgarcia@udem.edu.mx

1.6 Survey Protocol and Language for Universidad de Monterrey

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

		Long	Lite	Total (by Language)
English (American)	Count <i>% of Protocol</i> <i>% of Language</i> <i>% of Total Cases</i>	2 1.34% 25.00% 0.25	6 0.93% 75.00% 0.76	8 1.01% 100.00% 1.01
Spanish	Count <i>% of Protocol</i> <i>% of Language</i> <i>% of Total Cases</i>	147 98.66% 18.77% 18.58	636 99.07% 81.23% 80.40	783 98.99% 100.00% 98.99
Total (by Survey Protocol)	Count <i>% of Protocol</i> <i>% of Language</i> <i>% of Total Cases</i>	149 100.00% 18.84% 18.84	642 100.00% 81.16% 81.16	791 100.00% 100.00% 100.00

2 Demographic Summary for Universidad de Monterrey

2.1 Respondents by User Group

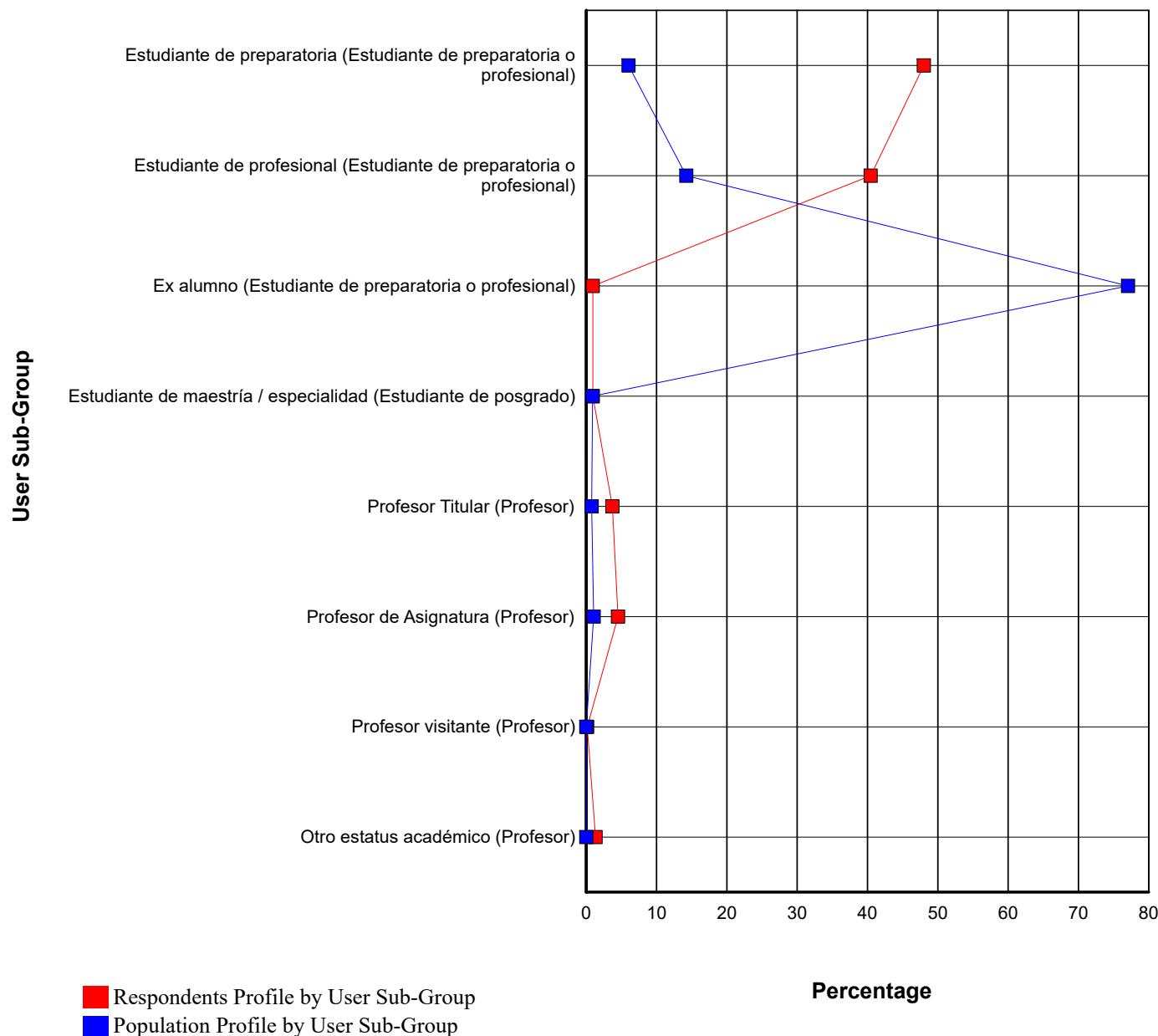
User Group	Respondent n	Respondent %
Estudiante de preparatoria o profesional		
Estudiante de preparatoria	362	45.76%
Estudiante de profesional	305	38.56%
Ex alumno	7	0.88%
Sub Total:	674	85.21%
Estudiante de posgrado		
Estudiante de maestría / especialidad	7	0.88%
Sub Total:	7	0.88%
Profesor		
Profesor Titular	28	3.54%
Profesor de Asignatura	34	4.30%
Profesor visitante	1	0.13%
Otro estatus académico	10	1.26%
Sub Total:	73	9.23%
Personal de biblioteca		
Colaborador de biblioteca	14	1.77%
Sub Total:	14	1.77%
Colaborador UDEM		
Investigador	2	0.25%
Otros puestos	21	2.65%
Sub Total:	23	2.91%
Total:	791	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.*



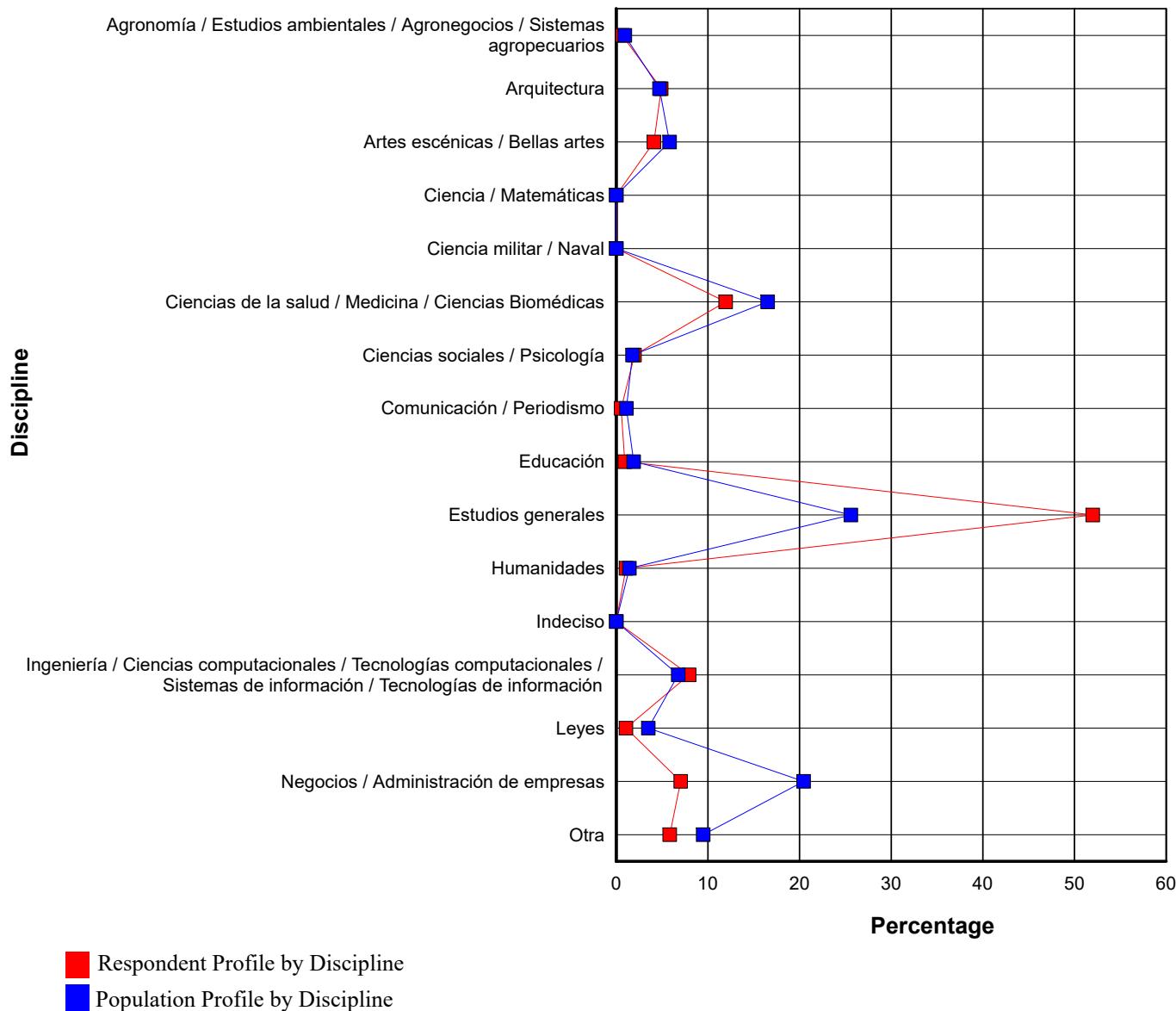
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
Estudiante de preparatoria (Estudiante de preparatoria o profesional)	4,025	6.01	362	48.01	-42.00
Estudiante de profesional (Estudiante de preparatoria o profesional)	9,523	14.23	305	40.45	-26.22
Ex alumno (Estudiante de preparatoria o profesional)	51,578	77.05	7	0.93	76.12
Estudiante de maestría / especialidad (Estudiante de posgrado)	595	0.89	7	0.93	-0.04
Profesor Titular (Profesor)	516	0.77	28	3.71	-2.94
Profesor de Asignatura (Profesor)	702	1.05	34	4.51	-3.46
Profesor visitante (Profesor)	0	0.00	1	0.13	-0.13
Otro estatus académico (Profesor)	0	0.00	10	1.33	-1.33
Total:	66,939	100.00	754	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.



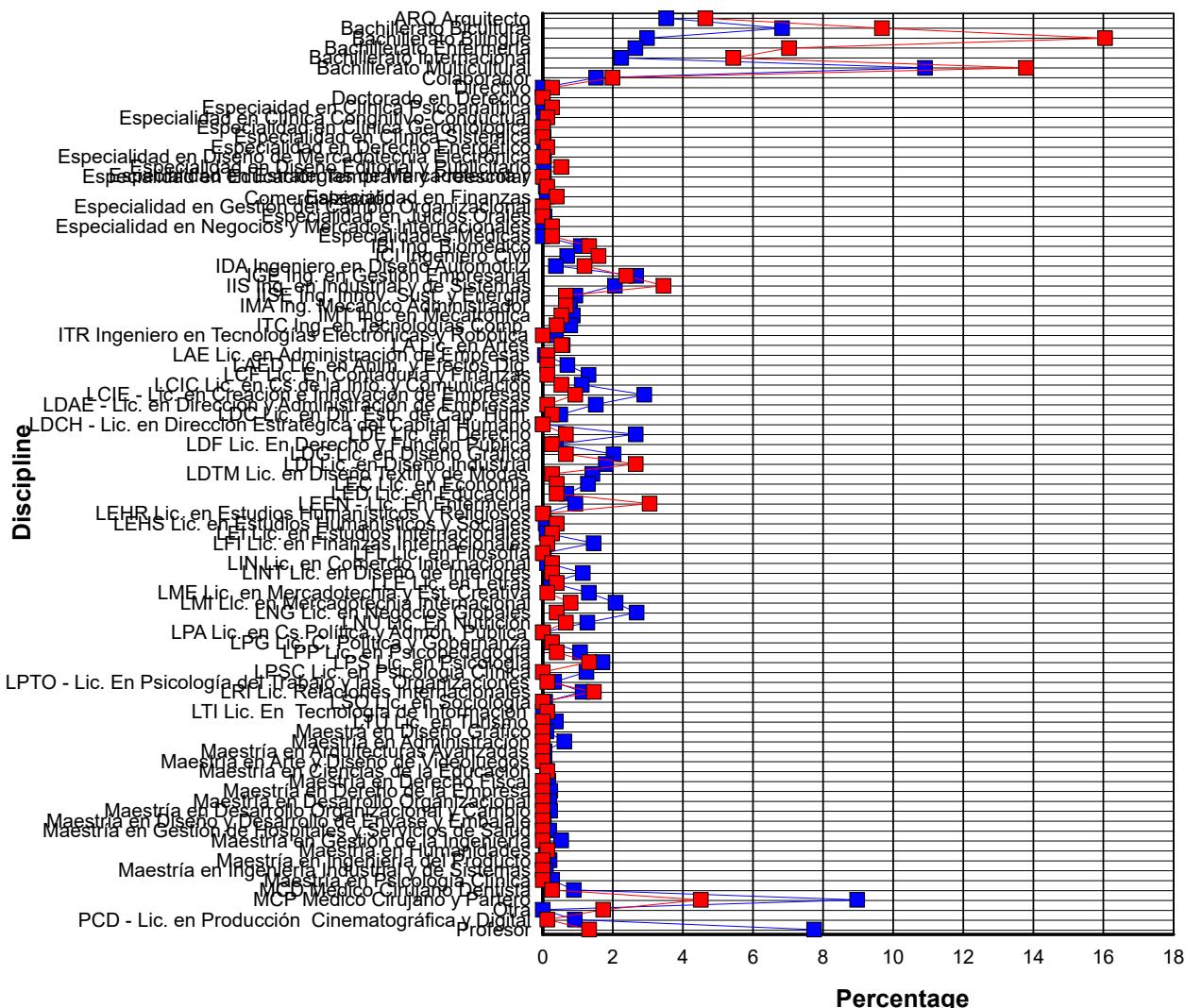
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	147	0.93	5	0.66	0.27
Arquitectura	742	4.72	37	4.91	-0.19
Artes escénicas / Bellas artes	914	5.81	31	4.11	1.70
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	2,597	16.52	90	11.94	4.58
Ciencias sociales / Psicología	278	1.77	15	1.99	-0.22
Comunicación / Periodismo	175	1.11	4	0.53	0.58
Educación	299	1.90	7	0.93	0.97
Estudios generales	4,025	25.60	392	51.99	-26.39
Humanidades	226	1.44	8	1.06	0.38
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	1,063	6.76	60	7.96	-1.20
Leyes	550	3.50	8	1.06	2.44
Negocios / Administración de empresas	3,215	20.45	53	7.03	13.42
Otra	1,492	9.49	44	5.84	3.65
Total:	15,723	100.00	754	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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	554	3.52	35	4.64	-1.12
Bachillerato Bicultural	1,074	6.83	73	9.68	-2.85
Bachillerato Bilingüe	468	2.98	121	16.05	-13.07
Bachillerato Enfermería	416	2.65	53	7.03	-4.38
Bachillerato Internacional	352	2.24	41	5.44	-3.20
Bachillerato Multicultural	1,715	10.91	104	13.79	-2.89
Colaborador	240	1.53	15	1.99	-0.46
Directivo	0	0.00	2	0.27	-0.27
Doctorado en Derecho	0	0.00	0	0.00	0.00
Especialidad en Clínica Psicoanalítica	3	0.02	2	0.27	-0.25
Especialidad en Clínica Congnitivo-Conductual	4	0.03	1	0.13	-0.11
Especialidad en Clínica Gerontológica	2	0.01	0	0.00	0.01
Especialidad en Clínica Sistémica	4	0.03	0	0.00	0.03
Especialidad en Derecho Energético	7	0.04	1	0.13	-0.09
Especialidad en Diseño de Mercadotecnia Electrónica	6	0.04	0	0.00	0.04
Especialidad en Diseño Editorial y Publicitario	5	0.03	4	0.53	-0.50
Especialidad en Educación Temprana y Preescolar	5	0.03	0	0.00	0.03
Especialidad en Estrategias de Mercadotecnia y Comercialización	14	0.09	1	0.13	-0.04
Especialidad en Finanzas	18	0.11	3	0.40	-0.28
Especialidad en Gestión del Cambio Organizacional	2	0.01	0	0.00	0.01
Especialidad en Juicios Orales	8	0.05	0	0.00	0.05
Especialidad en Negocios y Mercados Internacionales	2	0.01	2	0.27	-0.25
Especialidades Médicas	0	0.00	2	0.27	-0.27
IBI Ing. Biomédico	171	1.09	10	1.33	-0.24
ICI Ingeniero Civil	110	0.70	12	1.59	-0.89
IDA Ingeniero en Diseño Automotriz	59	0.38	9	1.19	-0.82
IGE Ing. en Gestión Empresarial	419	2.66	18	2.39	0.28
IIS Ing. en Industrial y de Sistemas	324	2.06	26	3.45	-1.39
IISE Ing. Innov. Sust. y Energía	147	0.93	5	0.66	0.27
IMA Ing. Mecánico Administrador	122	0.78	5	0.66	0.11
IMT Ing. en Mecatrónica	135	0.86	4	0.53	0.33
ITC Ing. en Tecnologías Comp.	124	0.79	3	0.40	0.39
ITR Ingeniero en Tecnologías Electrónicas y Robótica	60	0.38	0	0.00	0.38
LA Lic. en Artes	90	0.57	4	0.53	0.04
LAE Lic. en Administración de Empresas	10	0.06	1	0.13	-0.07
LAED Lic. en Anim. y Efectos Dig.	111	0.71	1	0.13	0.57

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

LCF Lic. En Contaduría y Finanzas	206	1.31	1	0.13	1.18
LCIC Lic. en Cs.de la Info. y Comunicación	175	1.11	4	0.53	0.58
LCIE - Lic. en Creación e Innovación de Empresas	456	2.90	7	0.93	1.97
LDAE - Lic. en Dirección y Administración de Empresas	238	1.51	1	0.13	1.38
LDC Lic. en Dir. Estr. de Cap. Hum.	79	0.50	2	0.27	0.24
LDCH - Lic. en Dirección Estratégica del Capital Humano	0	0.00	0	0.00	0.00
LDE Lic. en Derecho	417	2.65	5	0.66	1.99
LDF Lic. En Derecho y Función Pública	59	0.38	2	0.27	0.11
LDG Lic. en Diseño Gráfico	318	2.02	5	0.66	1.36
LDI Lic. en Diseño Industrial	283	1.80	20	2.65	-0.85
LDTM Lic. en Diseño Textil y de Modas	223	1.42	2	0.27	1.15
LEC Lic. en Economía	203	1.29	3	0.40	0.89
LED Lic. en Educación	106	0.67	3	0.40	0.28
LEEN - Lic. En Enfermería	147	0.93	23	3.05	-2.12
LEHR Lic. en Estudios Humanísticos y Religiosos	3	0.02	0	0.00	0.02
LEHS Lic. en Estudios Humanísticos y Sociales	13	0.08	3	0.40	-0.32
LEI Lic. en Estudios Internacionales	17	0.11	2	0.27	-0.16
LFI Lic. en Finanzas Internacionales	229	1.46	1	0.13	1.32
LFL Lic. en Filosofía	5	0.03	0	0.00	0.03
LIN Lic. en Comercio Internacional	20	0.13	2	0.27	-0.14
LINT Lic. en Diseño de Interiores	180	1.14	2	0.27	0.88
LLE Lic. en Letras	36	0.23	3	0.40	-0.17
LME Lic. en Mercadotecnia y Est. Creativa	207	1.32	1	0.13	1.18
LMI Lic. en Mercadotecnia Internacional	327	2.08	6	0.80	1.28
LNG Lic. en Negocios Globales	421	2.68	3	0.40	2.28
LNU Lic. En Nutrición	200	1.27	5	0.66	0.61
LPA Lic. en Cs.Política y Admón. Pública	2	0.01	0	0.00	0.01
LPG Lic. C. Política y Gobernanza	38	0.24	2	0.27	-0.02
LPP Lic. en Psicopedagogía	168	1.07	3	0.40	0.67
LPS Lic. en Psicología	268	1.70	10	1.33	0.38
LPSC Lic. en Psicología Clínica	196	1.25	0	0.00	1.25
LPTO - Lic. En Psicología del Trabajo y las Organizaciones	51	0.32	1	0.13	0.19
LRI Lic. Relaciones Internacionales	179	1.14	11	1.46	-0.32
LSO Lic. en Sociología	11	0.07	0	0.00	0.07
LTI Lic. En Tecnología de Información	0	0.00	1	0.13	-0.13
LTU Lic. en Turismo	59	0.38	0	0.00	0.38

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff, Staff)

Maestría en Diseño Gráfico	16	0.10	0	0.00	0.10
Maestría en Administración	97	0.62	0	0.00	0.62
Maestría en Arquitecturas Avanzadas	8	0.05	0	0.00	0.05
Maestría en Arte y Diseño de Videojuegos	8	0.05	0	0.00	0.05
Maestría en Ciencias de la Educación	20	0.13	1	0.13	-0.01
Maestría en Derecho Fiscal	25	0.16	0	0.00	0.16
Maestría en Derecho de la Empresa	34	0.22	0	0.00	0.22
Maestría en Desarrollo Organizacional	29	0.18	0	0.00	0.18
Maestría en Desarrollo Organizacional y Cambio	33	0.21	0	0.00	0.21
Maestría en Diseño y Desarrollo de Envase y Embalaje	5	0.03	0	0.00	0.03
Maestría en Gestión de Hospitales y Servicios de Salud	29	0.18	0	0.00	0.18
Maestría en Gestión de la Ingeniería	83	0.53	0	0.00	0.53
Maestría en Humanidades	14	0.09	1	0.13	-0.04
Maestría en Ingeniería del Producto	31	0.20	0	0.00	0.20
Maestría en Ingeniería Industrial y de Sistemas	15	0.10	0	0.00	0.10
Maestría en Psicología Clínica	42	0.27	0	0.00	0.27
MCD Médico Cirujano Dentista	140	0.89	2	0.27	0.63
MCP Médico Cirujano y Partero	1,411	8.97	34	4.51	4.46
Otra	0	0.00	13	1.72	-1.72
PCD - Lic. en Producción Cinematográfica y Digital	144	0.92	1	0.13	0.78
Profesor	1,218	7.75	10	1.33	6.42
Total:	15,723	100.00	754	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	8,687	58.13	470	61.12
Masculino	6,258	41.87	299	38.88
Total:	14,945	100.00	769	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	344	44.27
23 - 30	32	4.12
31 - 45	33	4.25
46 - 65	50	6.44
Más de 65	3	0.39
Menos de 18	315	40.54
Total:	777	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	265	34.33
DEIS Muguerza Conchita	15	1.94
DEIS Muguerza Obispado	3	0.39
Escuela de Enfermería	58	7.51
Otro	27	3.50
Unidad Fundadores	91	11.79
Unidad Obispado	134	17.36
Unidad San Pedro	101	13.08
Unidad Valle Alto	78	10.10
Total:	772	100.00

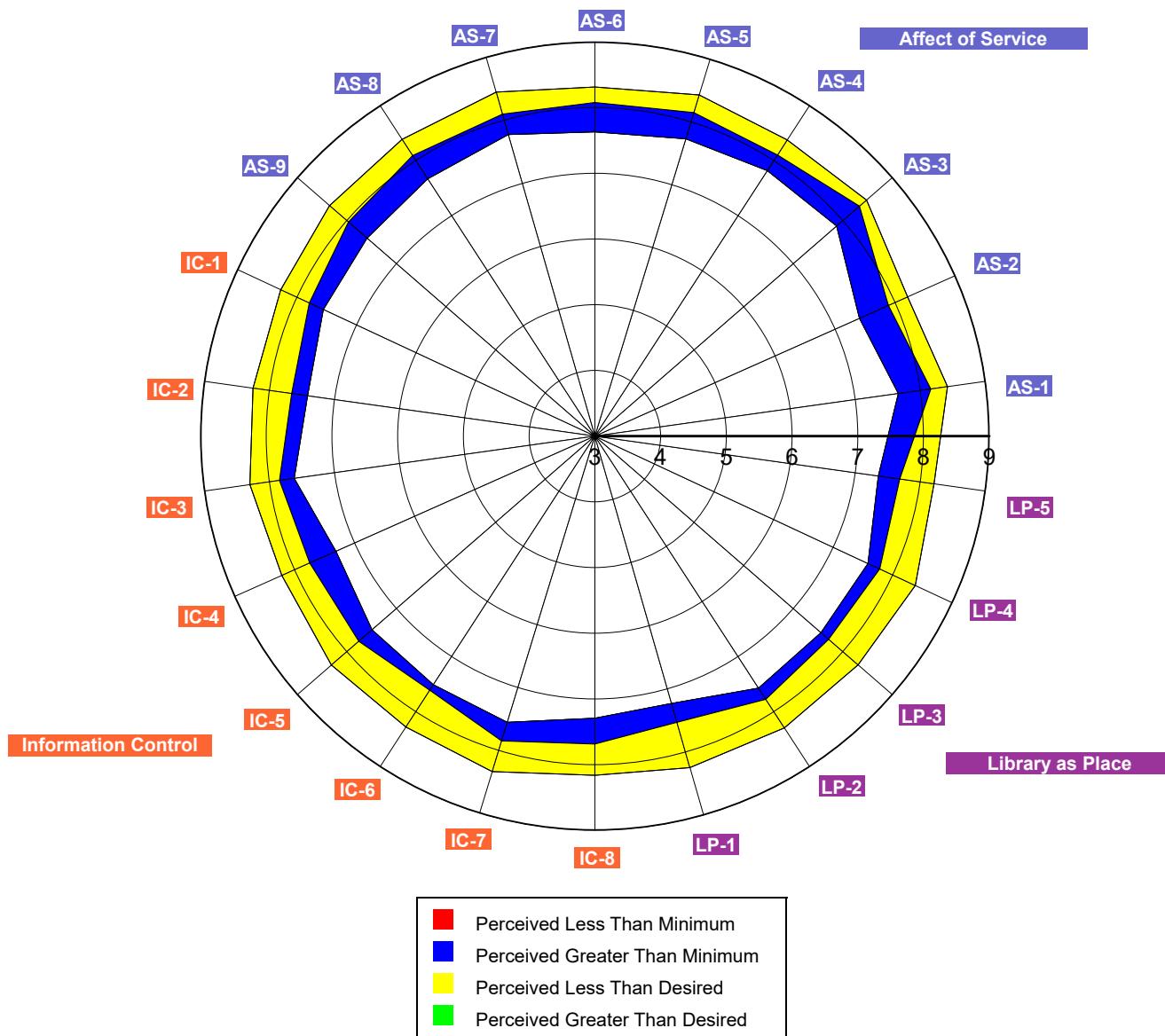
3. Survey Item Summary for Universidad de Monterrey

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.)

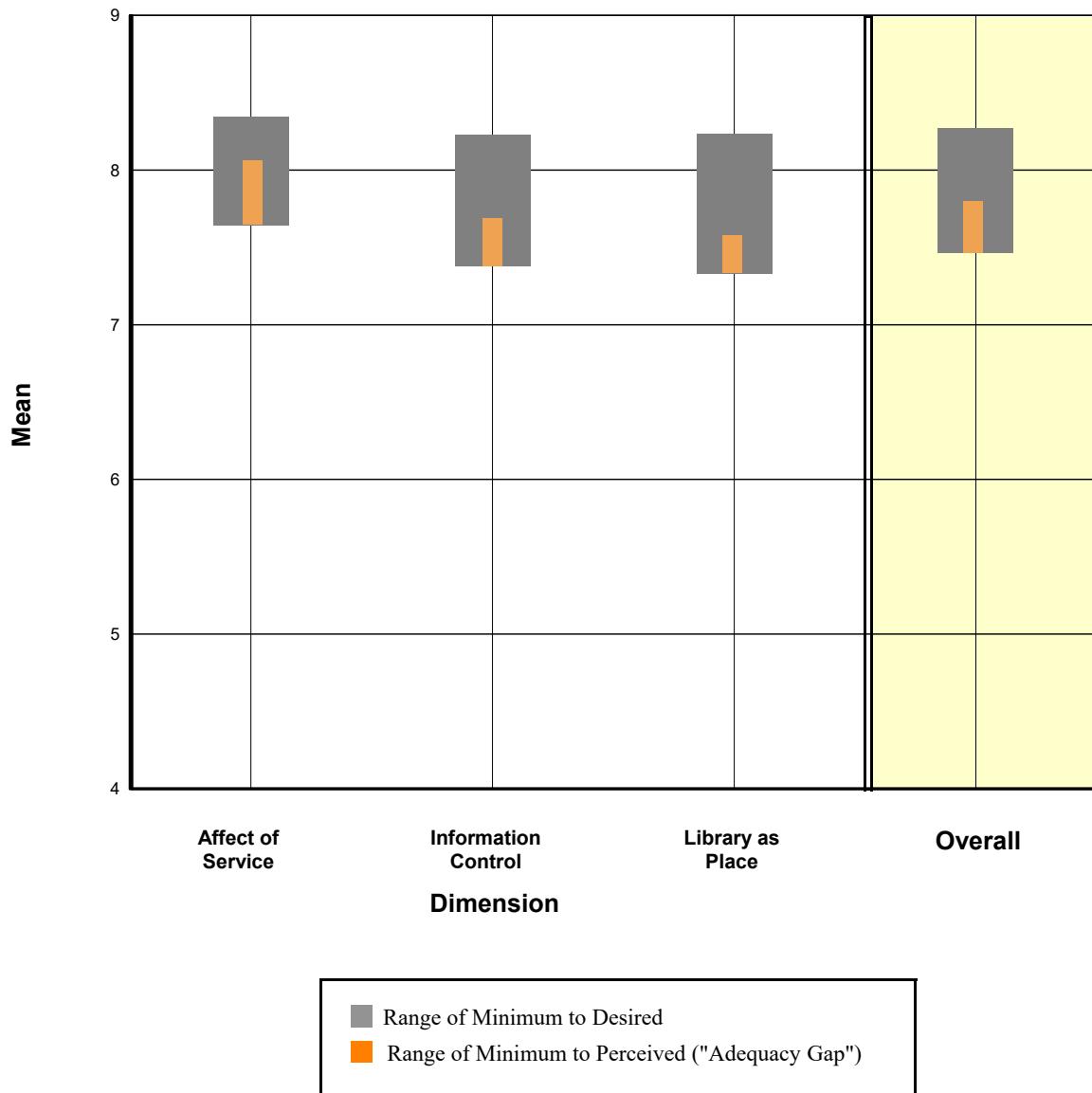


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.66	8.42	8.16	0.50	-0.26	294
AS-2	Dar a los usuarios atención individual	7.41	8.21	7.89	0.48	-0.32	319
AS-3	Empleados con un trato consistentemente cortés	7.88	8.48	8.34	0.46	-0.14	291
AS-4	Disposición para responder preguntas de los usuarios	7.82	8.38	8.10	0.28	-0.27	300
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.73	8.43	8.15	0.42	-0.28	304
AS-6	Empleados que se preocupan por atender a los usuarios	7.63	8.31	8.08	0.45	-0.24	773
AS-7	Empleados que entienden las necesidades de sus usuarios	7.78	8.45	8.10	0.32	-0.35	313
AS-8	Disposición para ayudar a los usuarios	7.67	8.38	8.09	0.42	-0.29	304
AS-9	Manejo confiable de problemas de servicio al usuario	7.59	8.35	7.97	0.37	-0.38	281
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.56	8.27	7.80	0.24	-0.48	377
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.42	8.25	7.66	0.24	-0.59	337
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.62	8.30	7.85	0.23	-0.45	327
IC-4	Los recursos electrónicos de información que necesito	7.31	8.21	7.75	0.44	-0.46	761
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.49	8.31	7.76	0.27	-0.55	337
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.51	8.28	7.61	0.10	-0.67	351
IC-7	Hacer la información fácilmente accesible para uso independiente	7.55	8.34	7.85	0.30	-0.49	310
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.29	8.16	7.69	0.39	-0.48	290
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.23	8.25	7.53	0.30	-0.72	766
LP-2	Espacio silencioso para actividades individuales	7.58	8.29	7.78	0.20	-0.52	306
LP-3	Un sitio cómodo y acogedor	7.56	8.31	7.72	0.16	-0.59	289
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.59	8.38	7.79	0.20	-0.59	298
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.36	8.21	7.68	0.33	-0.53	311
Overall:		7.47	8.27	7.80	0.33	-0.48	777

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	1.70	1.12	1.30	1.36	1.24	294
AS-2	Dar a los usuarios atención individual	1.92	1.39	1.63	1.61	1.20	319
AS-3	Empleados con un trato consistentemente cortés	1.61	1.14	1.22	1.28	1.00	291
AS-4	Disposición para responder preguntas de los usuarios	1.51	1.15	1.41	1.40	1.21	300
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.70	1.12	1.31	1.37	0.98	304
AS-6	Empleados que se preocupan por atender a los usuarios	1.77	1.29	1.44	1.41	1.28	773
AS-7	Empleados que entienden las necesidades de sus usuarios	1.61	1.01	1.39	1.30	1.33	313
AS-8	Disposición para ayudar a los usuarios	1.80	1.24	1.40	1.42	1.17	304
AS-9	Manejo confiable de problemas de servicio al usuario	1.79	1.15	1.55	1.52	1.26	281
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.75	1.37	1.59	1.56	1.51	377
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.88	1.32	1.61	1.68	1.42	337
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.66	1.25	1.54	1.45	1.36	327
IC-4	Los recursos electrónicos de información que necesito	1.81	1.32	1.55	1.64	1.50	761
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.74	1.26	1.54	1.42	1.43	337
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.74	1.28	1.79	1.56	1.52	351
IC-7	Hacer la información fácilmente accesible para uso independiente	1.80	1.19	1.48	1.42	1.25	310
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.01	1.39	1.59	1.57	1.47	290
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.94	1.39	1.83	1.74	1.69	766
LP-2	Espacio silencioso para actividades individuales	1.84	1.44	1.67	1.59	1.46	306
LP-3	Un sitio cómodo y acogedor	1.76	1.30	1.81	1.80	1.70	289
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	1.86	1.24	1.66	1.27	1.38	298
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.90	1.41	1.76	1.73	1.70	311
Overall:		1.52	1.06	1.26	1.13	1.05	777

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	7.64	8.35	8.06	0.42	-0.28	777
Information Control	7.38	8.22	7.69	0.31	-0.54	777
Library as Place	7.33	8.23	7.58	0.24	-0.66	774
Overall	7.47	8.27	7.80	0.33	-0.48	777

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	1.57	1.08	1.27	1.18	1.00	777
Information Control	1.64	1.16	1.42	1.30	1.25	777
Library as Place	1.76	1.29	1.68	1.48	1.51	774
Overall	1.52	1.06	1.26	1.13	1.05	777

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.56	8.27	7.80	0.24	-0.48	377
Horarios adecuados de servicio	7.60	8.28	7.93	0.33	-0.35	264
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	7.61	8.30	8.02	0.41	-0.28	275
Me enseñan a localizar, evaluar y usar la información	7.76	8.35	8.09	0.33	-0.26	278
Sesiones de instrucción y orientación a bibliotecas	7.46	8.24	7.87	0.41	-0.37	256

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.75	1.37	1.59	1.56	1.51	377
Horarios adecuados de servicio	1.71	1.37	1.52	1.55	1.32	264
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	1.78	1.22	1.42	1.43	1.24	275
Me enseñan a localizar, evaluar y usar la información	1.68	1.29	1.48	1.31	1.20	278
Sesiones de instrucción y orientación a bibliotecas	1.90	1.32	1.56	1.42	1.35	256

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.14	1.46	458
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	7.88	1.72	466
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	7.98	1.51	777

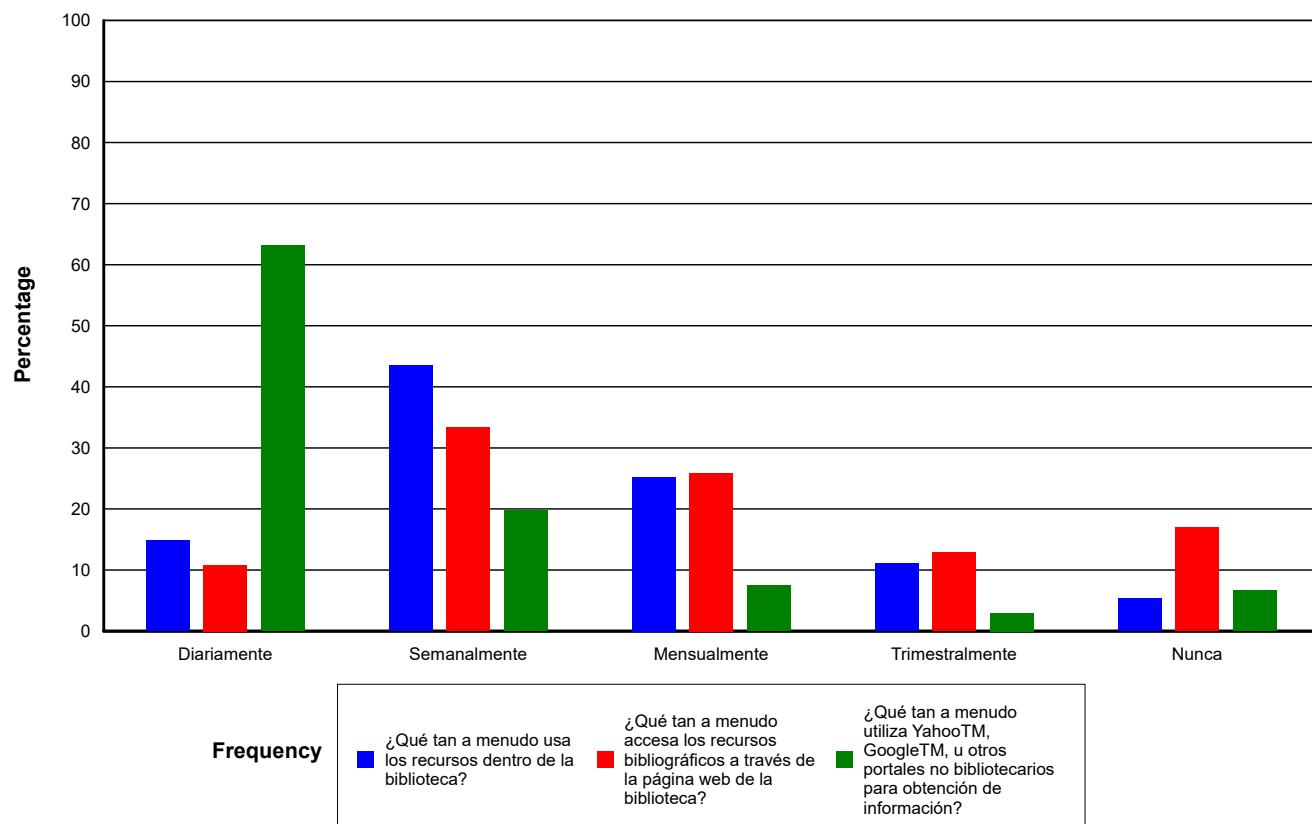
3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.53	1.85	340
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.76	1.69	414
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.96	1.56	442
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	7.83	1.77	446
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	7.71	1.76	353

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?	115 14.80%	338 43.50%	196 25.23%	86 11.07%	42 5.41%	777 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	84 10.82%	259 33.38%	201 25.90%	100 12.89%	132 17.01%	776 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	491 63.19%	153 19.69%	58 7.46%	23 2.96%	52 6.69%	777 100.00%

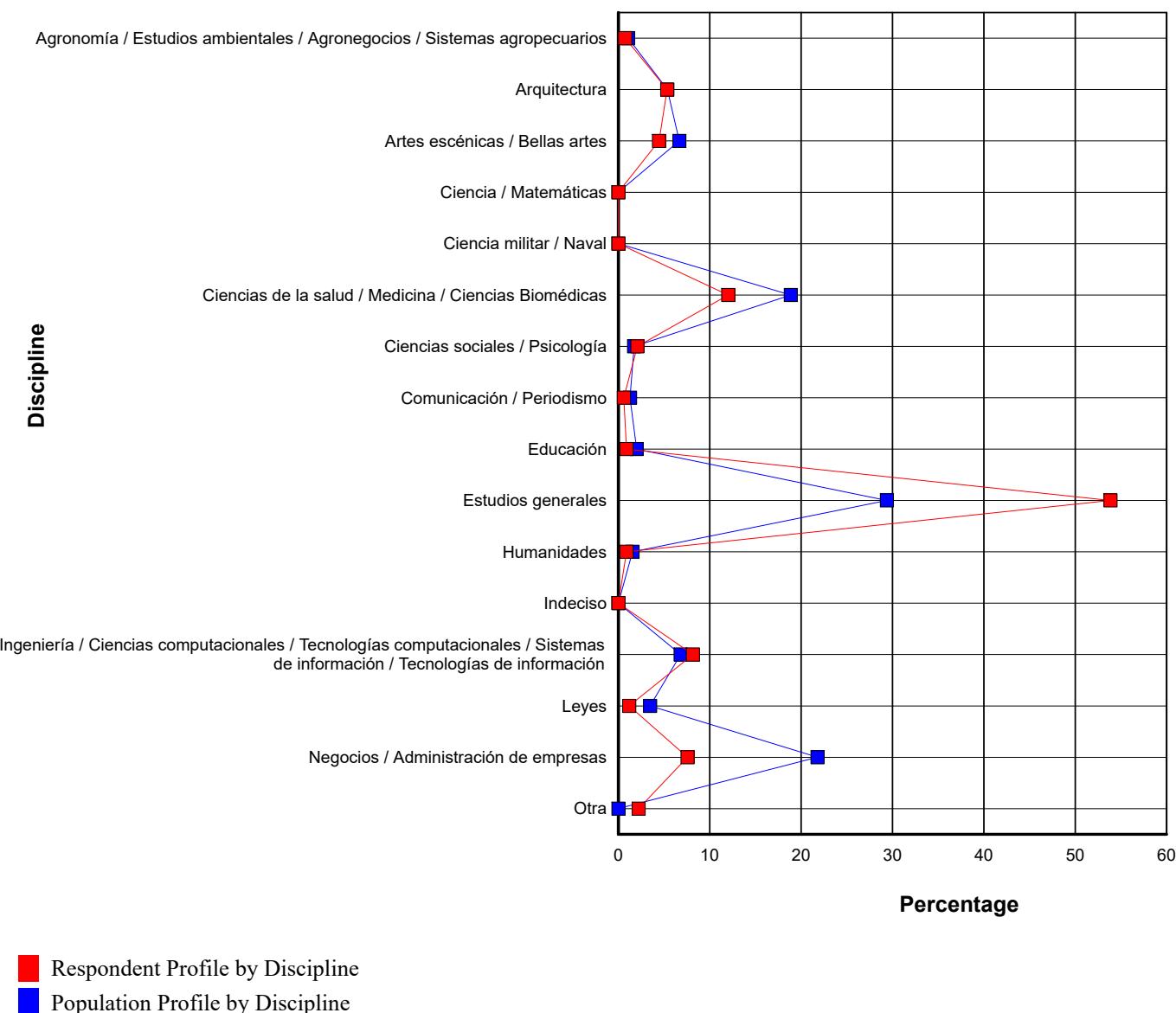
4 Estudiante de preparatoria o profesional Summary for Universidad de Monterrey

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).

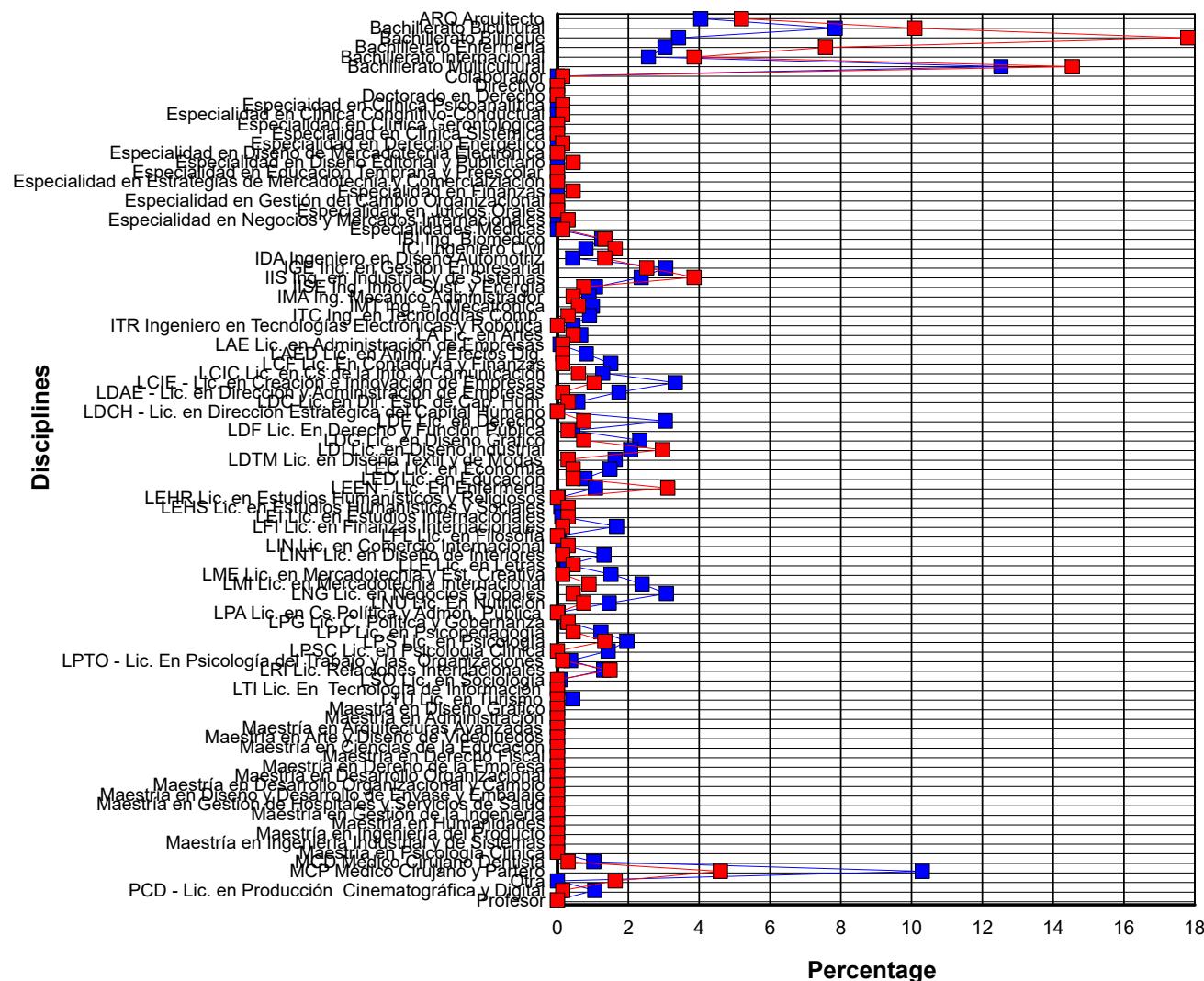


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	147	1.07	5	0.74	0.33
Arquitectura	734	5.36	36	5.34	0.02
Artes escénicas / Bellas artes	914	6.67	30	4.45	2.22
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	2,584	18.87	81	12.02	6.85
Ciencias sociales / Psicología	236	1.72	14	2.08	-0.35
Comunicación / Periodismo	175	1.28	4	0.59	0.68
Educación	274	2.00	6	0.89	1.11
Estudios generales	4,025	29.39	363	53.86	-24.47
Humanidades	212	1.55	6	0.89	0.66
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	934	6.82	55	8.16	-1.34
Leyes	476	3.48	8	1.19	2.29
Negocios / Administración de empresas	2,985	21.79	51	7.57	14.23
Otra	0	0.00	15	2.23	-2.23
Total:	13,696	100.00	674	100.00	0.00

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

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

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



■ Respondent Profile by Discipline

Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	554	4.04	35	5.19	-1.15
Bachillerato Bicultural	1,074	7.84	68	10.09	-2.25
Bachillerato Bilingüe	468	3.42	120	17.80	-14.39
Bachillerato Enfermería	416	3.04	51	7.57	-4.53
Bachillerato Internacional	352	2.57	26	3.86	-1.29
Bachillerato Multicultural	1,715	12.52	98	14.54	-2.02
Colaborador	0	0.00	1	0.15	-0.15
Directivo	0	0.00	0	0.00	0.00
Doctorado en Derecho	0	0.00	0	0.00	0.00
Especialidad en Clínica Psicoanalítica	0	0.00	1	0.15	-0.15
Especialidad en Clínica Congnitivo-Conductual	0	0.00	1	0.15	-0.15
Especialidad en Clínica Gerontológica	0	0.00	0	0.00	0.00
Especialidad en Clínica Sistémica	0	0.00	0	0.00	0.00
Especialidad en Derecho Energético	0	0.00	1	0.15	-0.15
Especialidad en Diseño de Mercadotecnia Electrónica	0	0.00	0	0.00	0.00
Especialidad en Diseño Editorial y Publicitario	0	0.00	3	0.45	-0.45
Especialidad en Educación Temprana y Preescolar	0	0.00	0	0.00	0.00
Especialidad en Estrategias de Mercadotecnia y Comercialización	0	0.00	0	0.00	0.00
Especialidad en Finanzas	0	0.00	3	0.45	-0.45
Especialidad en Gestión del Cambio Organizacional	0	0.00	0	0.00	0.00
Especialidad en Juicios Orales	0	0.00	0	0.00	0.00
Especialidad en Negocios y Mercados Internacionales	0	0.00	2	0.30	-0.30
Especialidades Médicas	0	0.00	1	0.15	-0.15
IBI Ing. Biomédico	171	1.25	9	1.34	-0.09
ICI Ingeniero Civil	110	0.80	11	1.63	-0.83
IDA Ingeniero en Diseño Automotriz	59	0.43	9	1.34	-0.90
IGE Ing. en Gestión Empresarial	419	3.06	17	2.52	0.54
IIS Ing. en Industrial y de Sistemas	324	2.37	26	3.86	-1.49
IISE Ing. Innov. Sust. y Energía	147	1.07	5	0.74	0.33
IMA Ing. Mecánico Administrador	122	0.89	3	0.45	0.45
IMT Ing. en Mecatrónica	135	0.99	4	0.59	0.39
ITC Ing. en Tecnologías Comp.	124	0.91	2	0.30	0.61
ITR Ingeniero en Tecnologías Electrónicas y Robótica	60	0.44	0	0.00	0.44
LA Lic. en Artes	90	0.66	3	0.45	0.21
LAE Lic. en Administración de Empresas	10	0.07	1	0.15	-0.08

LAED Lic. en Anim. y Efectos Dig.	111	0.81	1	0.15	0.66
LCF Lic. En Contaduría y Finanzas	206	1.50	1	0.15	1.36
LCIC Lic. en Cs.de la Info. y Comunicación	175	1.28	4	0.59	0.68
LCIE - Lic. en Creación e Innovación de Empresas	456	3.33	7	1.04	2.29
LDAE - Lic. en Dirección y Administración de Empresas	238	1.74	1	0.15	1.59
LDC Lic. en Dir. Estr. de Cap. Hum.	79	0.58	2	0.30	0.28
LDCH - Lic. en Dirección Estratégica del Capital Humano	0	0.00	0	0.00	0.00
LDE Lic. en Derecho	417	3.04	5	0.74	2.30
LDF Lic. En Derecho y Función Pública	59	0.43	2	0.30	0.13
LDG Lic. en Diseño Gráfico	318	2.32	5	0.74	1.58
LDI Lic. en Diseño Industrial	283	2.07	20	2.97	-0.90
LDTM Lic. en Diseño Textil y de Modas	223	1.63	2	0.30	1.33
LEC Lic. en Economía	203	1.48	3	0.45	1.04
LED Lic. en Educación	106	0.77	3	0.45	0.33
LEEN - Lic. En Enfermería	147	1.07	21	3.12	-2.04
LEHR Lic. en Estudios Humanísticos y Religiosos	3	0.02	0	0.00	0.02
LEHS Lic. en Estudios Humanísticos y Sociales	13	0.09	2	0.30	-0.20
LEI Lic. en Estudios Internacionales	17	0.12	2	0.30	-0.17
LFI Lic. en Finanzas Internacionales	229	1.67	1	0.15	1.52
LFL Lic. en Filosofía	5	0.04	0	0.00	0.04
LIN Lic. en Comercio Internacional	20	0.15	2	0.30	-0.15
LINT Lic. en Diseño de Interiores	180	1.31	1	0.15	1.17
LLE Lic. en Letras	36	0.26	3	0.45	-0.18
LME Lic. en Mercadotecnia y Est. Creativa	207	1.51	1	0.15	1.36
LMI Lic. en Mercadotecnia Internacional	327	2.39	6	0.89	1.50
LNG Lic. en Negocios Globales	421	3.07	3	0.45	2.63
LNU Lic. En Nutrición	200	1.46	5	0.74	0.72
LPA Lic. en Cs.Política y Admón. Pública	2	0.01	0	0.00	0.01
LPG Lic. C. Política y Gobernanza	38	0.28	2	0.30	-0.02
LPP Lic. en Psicopedagogía	168	1.23	3	0.45	0.78
LPS Lic. en Psicología	268	1.96	9	1.34	0.62
LPSC Lic. en Psicología Clínica	196	1.43	0	0.00	1.43
LPTO - Lic. En Psicología del Trabajo y las Organizaciones	51	0.37	1	0.15	0.22
LRI Lic. Relaciones Internacionales	179	1.31	10	1.48	-0.18
LSO Lic. en Sociología	11	0.08	0	0.00	0.08
LTI Lic. En Tecnología de Información	0	0.00	0	0.00	0.00

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de preparatoria o profesional

LTU Lic. en Turismo	59	0.43	0	0.00	0.43
Maestría en Diseño Gráfico	0	0.00	0	0.00	0.00
Maestría en Administración	0	0.00	0	0.00	0.00
Maestría en Arquitecturas Avanzadas	0	0.00	0	0.00	0.00
Maestría en Arte y Diseño de Videojuegos	0	0.00	0	0.00	0.00
Maestría en Ciencias de la Educación	0	0.00	0	0.00	0.00
Maestría en Derecho Fiscal	0	0.00	0	0.00	0.00
Maestría en Derecho de la Empresa	0	0.00	0	0.00	0.00
Maestría en Desarrollo Organizacional	0	0.00	0	0.00	0.00
Maestría en Desarrollo Organizacional y Cambio	0	0.00	0	0.00	0.00
Maestría en Diseño y Desarrollo de Envase y Embalaje	0	0.00	0	0.00	0.00
Maestría en Gestión de Hospitales y Servicios de Salud	0	0.00	0	0.00	0.00
Maestría en Gestión de la Ingeniería	0	0.00	0	0.00	0.00
Maestría en Humanidades	0	0.00	0	0.00	0.00
Maestría en Ingeniería del Producto	0	0.00	0	0.00	0.00
Maestría en Ingeniería Industrial y de Sistemas	0	0.00	0	0.00	0.00
Maestría en Psicología Clínica	0	0.00	0	0.00	0.00
MCD Médico Cirujano Dentista	140	1.02	2	0.30	0.73
MCP Médico Cirujano y Partero	1,411	10.30	31	4.60	5.70
Otra	0	0.00	11	1.63	-1.63
PCD - Lic. en Producción Cinematográfica y Digital	144	1.05	1	0.15	0.90
Profesor	0	0.00	0	0.00	0.00
Total:	13,696	100.00	674	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	7,750	59.02	406	60.96
Masculino	5,382	40.98	260	39.04
Total:	13,132	100.00	666	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	341	50.59
23 - 30	16	2.37
31 - 45	1	0.15
46 - 65	1	0.15
Más de 65	1	0.15
Menos de 18	314	46.59
Total:	674	100.00

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

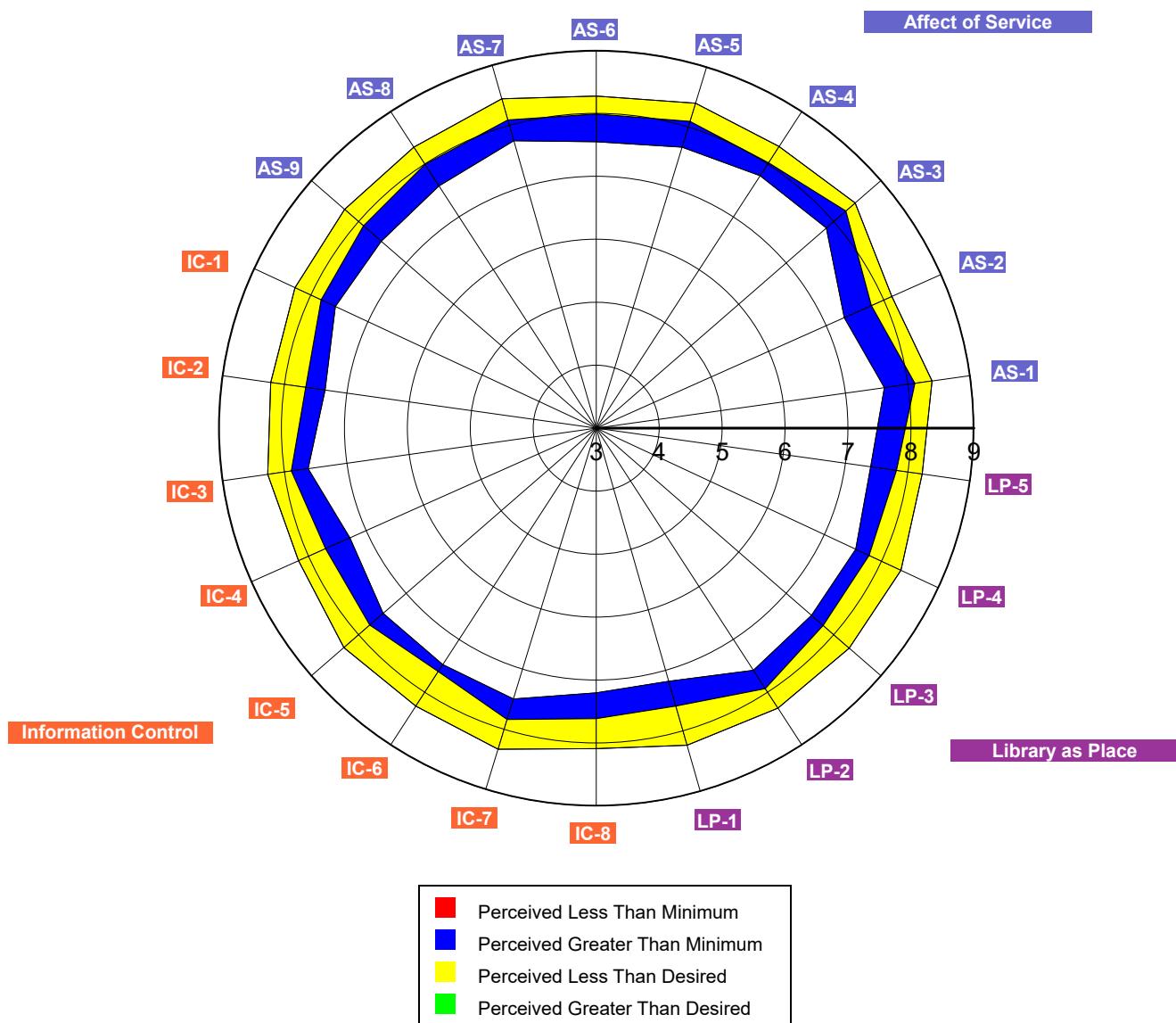
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	231	34.53
DEIS Muguerza Conchita	15	2.24
DEIS Muguerza Obispado	3	0.45
Escuela de Enfermería	53	7.92
Otro	24	3.59
Unidad Fundadores	76	11.36
Unidad Obispado	131	19.58
Unidad San Pedro	73	10.91
Unidad Valle Alto	63	9.42
Total:	669	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.)

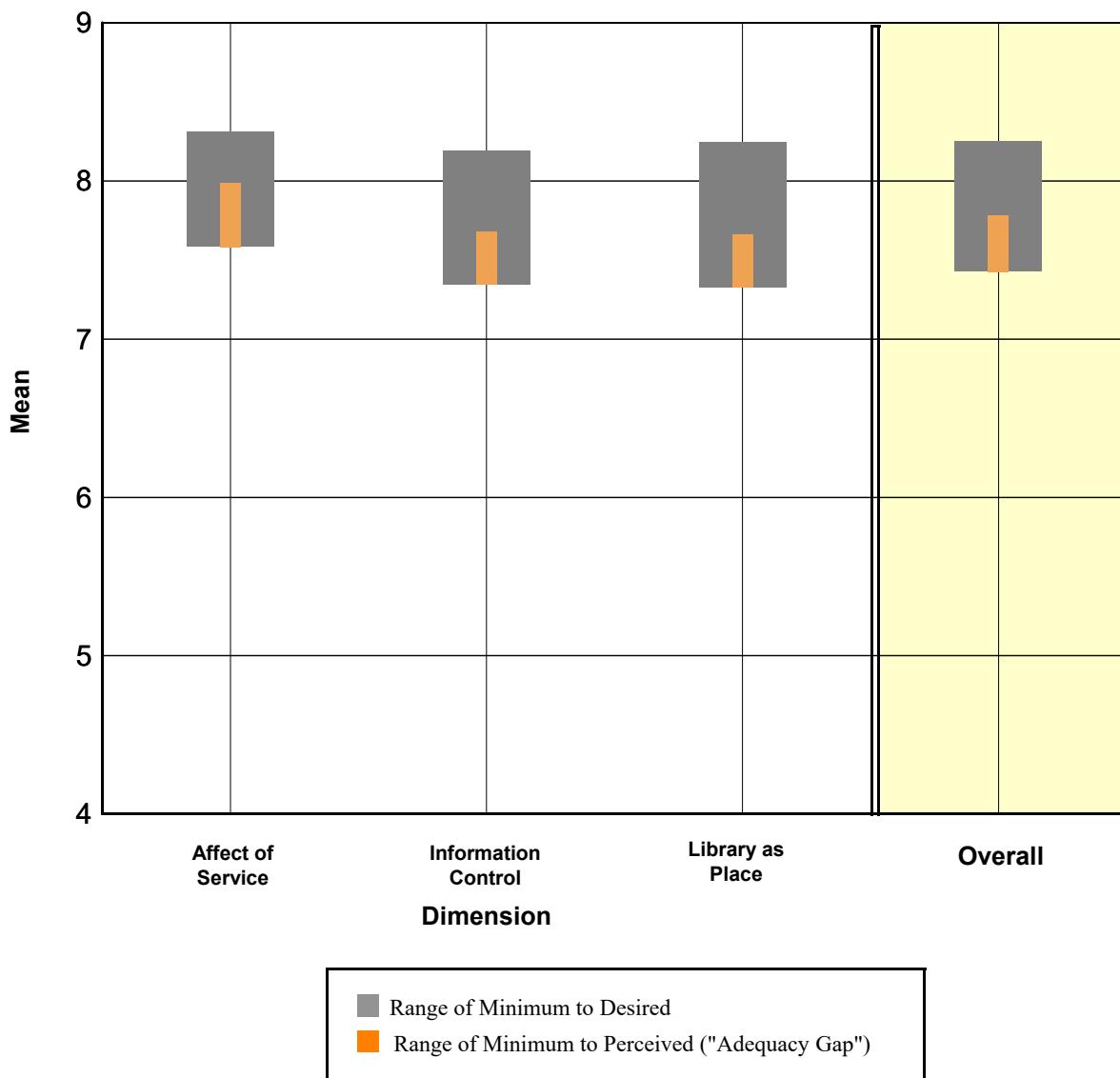


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.62	8.39	8.11	0.49	-0.28	257
AS-2	Dar a los usuarios atención individual	7.32	8.14	7.79	0.47	-0.35	282
AS-3	Empleados con un trato consistentemente cortés	7.85	8.45	8.26	0.41	-0.19	252
AS-4	Disposición para responder preguntas de los usuarios	7.78	8.33	8.03	0.25	-0.31	261
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.67	8.40	8.10	0.43	-0.30	273
AS-6	Empleados que se preocupan por atender a los usuarios	7.55	8.27	7.99	0.44	-0.28	670
AS-7	Empleados que entienden las necesidades de sus usuarios	7.75	8.44	8.09	0.34	-0.35	274
AS-8	Disposición para ayudar a los usuarios	7.59	8.32	8.00	0.41	-0.33	264
AS-9	Manejo confiable de problemas de servicio al usuario	7.52	8.30	7.90	0.38	-0.40	250
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.57	8.28	7.82	0.25	-0.46	332
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.35	8.22	7.66	0.31	-0.56	303
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.62	8.27	7.89	0.27	-0.38	293
IC-4	Los recursos electrónicos de información que necesito	7.28	8.17	7.71	0.42	-0.47	663
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.48	8.31	7.77	0.28	-0.54	289
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.48	8.26	7.61	0.13	-0.65	312
IC-7	Hacer la información fácilmente accesible para uso independiente	7.50	8.33	7.84	0.34	-0.49	272
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.20	8.09	7.61	0.41	-0.48	256
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.18	8.24	7.59	0.41	-0.65	668
LP-2	Espacio silencioso para actividades individuales	7.59	8.30	7.93	0.35	-0.37	271
LP-3	Un sitio cómodo y acogedor	7.53	8.33	7.78	0.25	-0.55	252
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.55	8.34	7.78	0.23	-0.56	269
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.40	8.23	7.82	0.41	-0.41	270
Overall:		7.43	8.25	7.78	0.36	-0.47	674

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	1.74	1.15	1.32	1.38	1.21	257
AS-2	Dar a los usuarios atención individual	1.98	1.44	1.69	1.65	1.25	282
AS-3	Empleados con un trato consistentemente cortés	1.63	1.15	1.28	1.22	0.96	252
AS-4	Disposición para responder preguntas de los usuarios	1.50	1.16	1.43	1.36	1.17	261
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.74	1.16	1.35	1.40	1.01	273
AS-6	Empleados que se preocupan por atender a los usuarios	1.81	1.31	1.49	1.45	1.30	670
AS-7	Empleados que entienden las necesidades de sus usuarios	1.64	1.02	1.38	1.31	1.32	274
AS-8	Disposición para ayudar a los usuarios	1.87	1.29	1.46	1.49	1.21	264
AS-9	Manejo confiable de problemas de servicio al usuario	1.80	1.20	1.58	1.57	1.26	250
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.74	1.35	1.56	1.56	1.48	332
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.94	1.37	1.64	1.66	1.41	303
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.69	1.30	1.49	1.42	1.26	293
IC-4	Los recursos electrónicos de información que necesito	1.84	1.35	1.57	1.65	1.51	663
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.79	1.26	1.57	1.42	1.39	289
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.78	1.29	1.81	1.58	1.55	312
IC-7	Hacer la información fácilmente accesible para uso independiente	1.87	1.18	1.52	1.42	1.19	272
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.07	1.45	1.64	1.63	1.54	256
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.98	1.38	1.75	1.66	1.56	668
LP-2	Espacio silencioso para actividades individuales	1.82	1.40	1.42	1.43	1.22	271
LP-3	Un sitio cómodo y acogedor	1.80	1.29	1.77	1.68	1.56	252
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	1.91	1.29	1.69	1.24	1.39	269
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.84	1.32	1.56	1.66	1.52	270
Overall:		1.55	1.07	1.28	1.13	1.01	674

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	7.58	8.31	7.99	0.40	-0.32	674
Information Control	7.34	8.19	7.68	0.33	-0.51	674
Library as Place	7.33	8.24	7.66	0.33	-0.59	673
Overall	7.43	8.25	7.78	0.36	-0.47	674

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	1.60	1.09	1.31	1.21	0.99	674
Information Control	1.68	1.19	1.44	1.30	1.22	674
Library as Place	1.76	1.25	1.57	1.39	1.35	673
Overall	1.55	1.07	1.28	1.13	1.01	674

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.57	8.28	7.82	0.25	-0.46	332
Horarios adecuados de servicio	7.53	8.25	7.83	0.30	-0.42	224
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	7.56	8.26	8.00	0.45	-0.26	246
Me enseñan a localizar, evaluar y usar la información	7.66	8.29	8.00	0.34	-0.29	249
Sesiones de instrucción y orientación a bibliotecas	7.40	8.18	7.86	0.46	-0.32	227

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.74	1.35	1.56	1.56	1.48	332
Horarios adecuados de servicio	1.74	1.35	1.57	1.56	1.34	224
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	1.83	1.27	1.44	1.43	1.25	246
Me enseñan a localizar, evaluar y usar la información	1.72	1.33	1.54	1.34	1.23	249
Sesiones de instrucción y orientación a bibliotecas	1.96	1.37	1.57	1.46	1.34	227

4.5 General Satisfaction Questions Summary for Estudiante de preparatoria o profesional

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

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.12	1.46	397
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	7.81	1.76	408
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	7.94	1.51	674

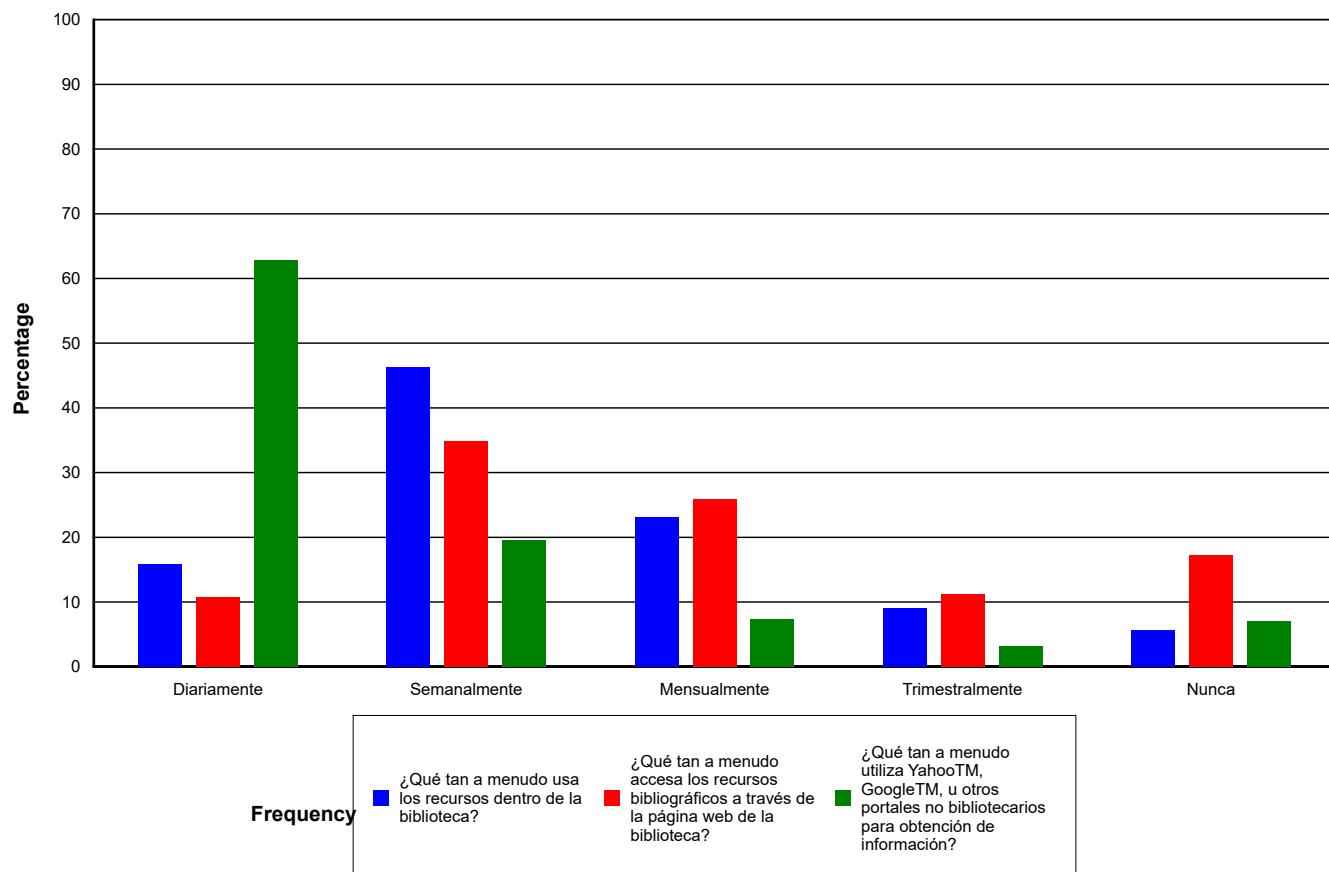
4.6 Information Literacy Outcomes Questions Summary for Estudiante de preparatoria o profesional

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

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.50	1.81	296
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.74	1.69	359
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.94	1.57	389
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	7.82	1.78	382
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	7.68	1.75	315

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?	107 15.88%	312 46.29%	156 23.15%	61 9.05%	38 5.64%	674 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	72 10.70%	235 34.92%	174 25.85%	76 11.29%	116 17.24%	673 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	423 62.76%	132 19.58%	50 7.42%	21 3.12%	48 7.12%	674 100.00%

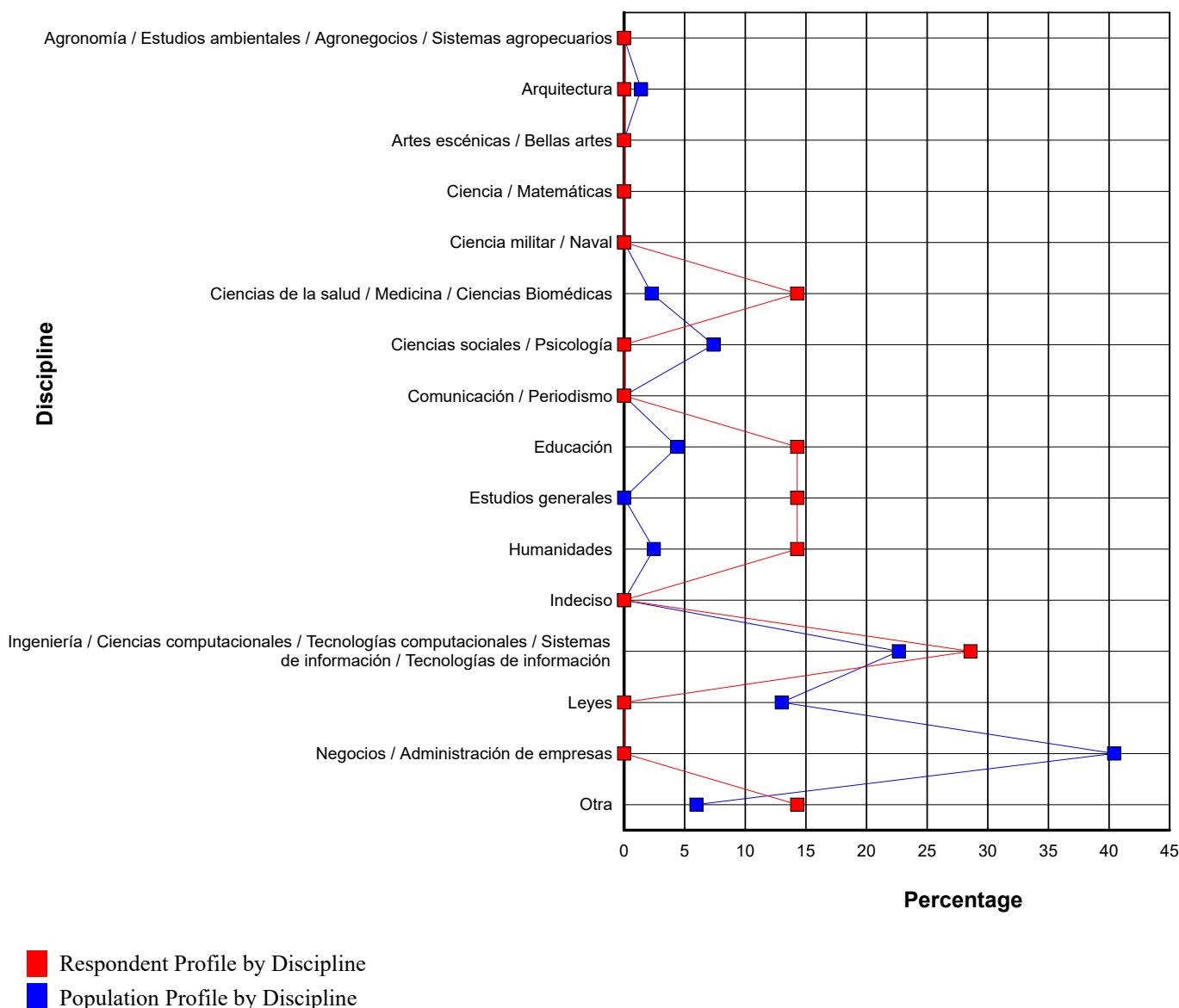
5 Estudiante de posgrado Summary for Universidad de Monterrey

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).

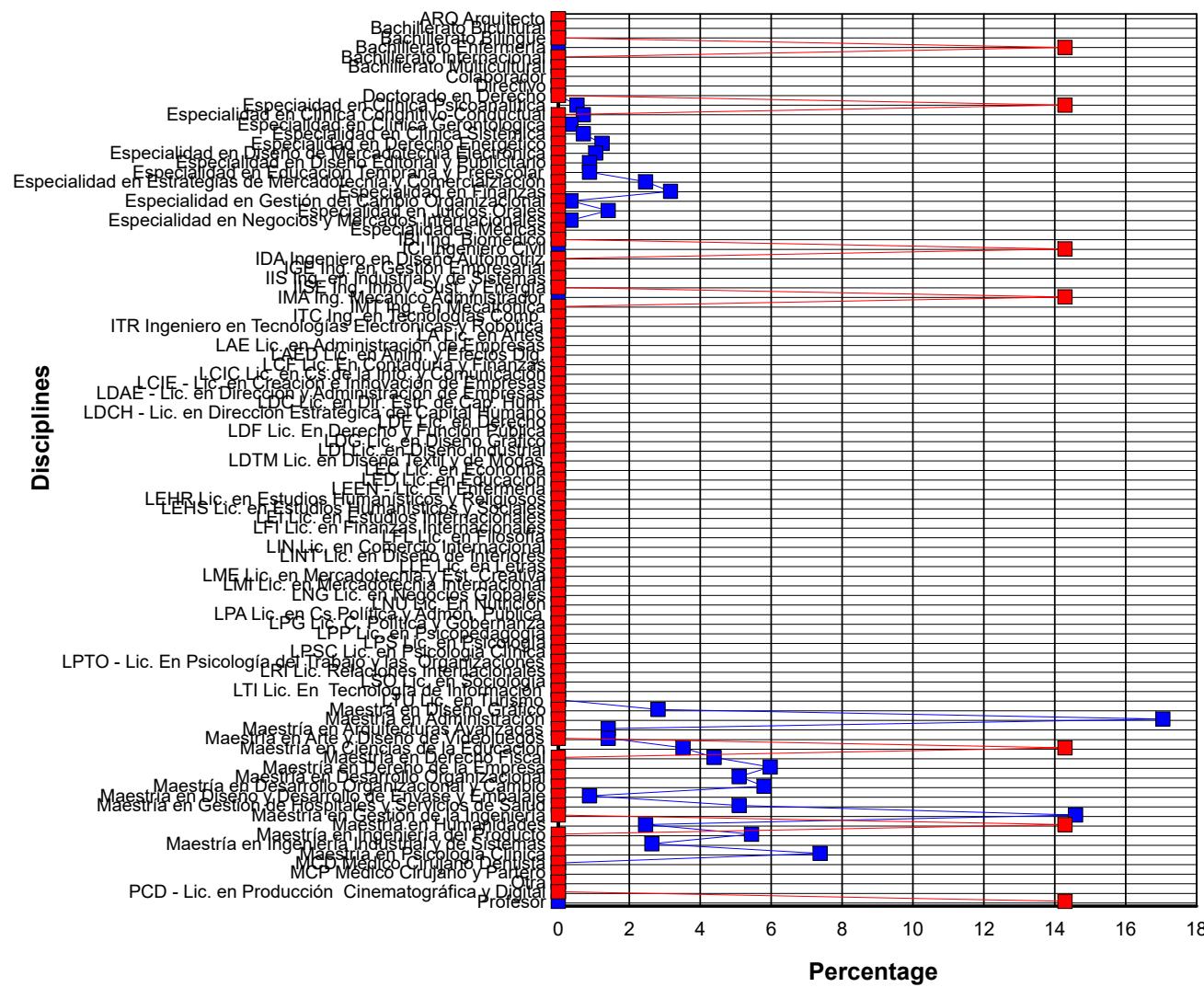


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	0	0.00	0	0.00	0.00
Arquitectura	8	1.41	0	0.00	1.41
Artes escénicas / Bellas artes	0	0.00	0	0.00	0.00
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	13	2.28	1	14.29	-12.00
Ciencias sociales / Psicología	42	7.38	0	0.00	7.38
Comunicación / Periodismo	0	0.00	0	0.00	0.00
Educación	25	4.39	1	14.29	-9.89
Estudios generales	0	0.00	1	14.29	-14.29
Humanidades	14	2.46	1	14.29	-11.83
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	129	22.67	2	28.57	-5.90
Leyes	74	13.01	0	0.00	13.01
Negocios / Administración de empresas	230	40.42	0	0.00	40.42
Otra	34	5.98	1	14.29	-8.31
Total:	569	100.00	7	100.00	0.00

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

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	0	0.00	0	0.00	0.00
Bachillerato Bicultural	0	0.00	0	0.00	0.00
Bachillerato Bilingüe	0	0.00	0	0.00	0.00
Bachillerato Enfermería	0	0.00	1	14.29	-14.29
Bachillerato Internacional	0	0.00	0	0.00	0.00
Bachillerato Multicultural	0	0.00	0	0.00	0.00
Colaborador	0	0.00	0	0.00	0.00
Directivo	0	0.00	0	0.00	0.00
Doctorado en Derecho	0	0.00	0	0.00	0.00
Especialidad en Clínica Psicoanalítica	3	0.53	1	14.29	-13.76
Especialidad en Clínica Congnito-Conductual	4	0.70	0	0.00	0.70
Especialidad en Clínica Gerontológica	2	0.35	0	0.00	0.35
Especialidad en Clínica Sistémica	4	0.70	0	0.00	0.70
Especialidad en Derecho Energético	7	1.23	0	0.00	1.23
Especialidad en Diseño de Mercadotecnia Electrónica	6	1.05	0	0.00	1.05
Especialidad en Diseño Editorial y Publicitario	5	0.88	0	0.00	0.88
Especialidad en Educación Temprana y Preescolar	5	0.88	0	0.00	0.88
Especialidad en Estrategias de Mercadotecnia y Comercialización	14	2.46	0	0.00	2.46
Especialidad en Finanzas	18	3.16	0	0.00	3.16
Especialidad en Gestión del Cambio Organizacional	2	0.35	0	0.00	0.35
Especialidad en Juicios Orales	8	1.41	0	0.00	1.41
Especialidad en Negocios y Mercados Internacionales	2	0.35	0	0.00	0.35
Especialidades Médicas	0	0.00	0	0.00	0.00
IBI Ing. Biomédico	0	0.00	0	0.00	0.00
ICI Ingeniero Civil	0	0.00	1	14.29	-14.29
IDA Ingeniero en Diseño Automotriz	0	0.00	0	0.00	0.00
IGE Ing. en Gestión Empresarial	0	0.00	0	0.00	0.00
IIS Ing. en Industrial y de Sistemas	0	0.00	0	0.00	0.00
IISE Ing. Innov. Sust. y Energía	0	0.00	0	0.00	0.00
IMA Ing. Mecánico Administrador	0	0.00	1	14.29	-14.29
IMT Ing. en Mecatrónica	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
LAE Lic. en Administración de Empresas	0	0.00	0	0.00	0.00

Language: English (American), Spanish

Institution Type: College or University

Consortium: None

User Group: Estudiante de posgrado

LAED Lic. en Anim. y Efectos Dig.	0	0.00	0	0.00	0.00
LCF Lic. En Contaduría 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
LDCH - Lic. en Dirección Estratégica del Capital Humano	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
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
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 Educación	0	0.00	0	0.00	0.00
LEEN - Lic. En Enfermería	0	0.00	0	0.00	0.00
LEHR Lic. en Estudios Humanísticos y Religiosos	0	0.00	0	0.00	0.00
LEHS Lic. en Estudios Humanísticos y Sociales	0	0.00	0	0.00	0.00
LEI Lic. en Estudios Internacionales	0	0.00	0	0.00	0.00
LFI Lic. en Finanzas Internacionales	0	0.00	0	0.00	0.00
LFL Lic. en Filosofía	0	0.00	0	0.00	0.00
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
LPA Lic. en Cs.Política y Admón. Pública	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
LPTO - Lic. En Psicología del Trabajo y las Organizaciones	0	0.00	0	0.00	0.00
LRI Lic. Relaciones Internacionales	0	0.00	0	0.00	0.00
LSO Lic. en Sociología	0	0.00	0	0.00	0.00
LTI Lic. En Tecnología de Información	0	0.00	0	0.00	0.00

LTU Lic. en Turismo	0	0.00	0	0.00	0.00
Maestría en Diseño Gráfico	16	2.81	0	0.00	2.81
Maestría en Administración	97	17.05	0	0.00	17.05
Maestría en Arquitecturas Avanzadas	8	1.41	0	0.00	1.41
Maestría en Arte y Diseño de Videojuegos	8	1.41	0	0.00	1.41
Maestría en Ciencias de la Educación	20	3.51	1	14.29	-10.77
Maestría en Derecho Fiscal	25	4.39	0	0.00	4.39
Maestría en Derecho de la Empresa	34	5.98	0	0.00	5.98
Maestría en Desarrollo Organizacional	29	5.10	0	0.00	5.10
Maestría en Desarrollo Organizacional y Cambio	33	5.80	0	0.00	5.80
Maestría en Diseño y Desarrollo de Envase y Embalaje	5	0.88	0	0.00	0.88
Maestría en Gestión de Hospitales y Servicios de Salud	29	5.10	0	0.00	5.10
Maestría en Gestión de la Ingeniería	83	14.59	0	0.00	14.59
Maestría en Humanidades	14	2.46	1	14.29	-11.83
Maestría en Ingeniería del Producto	31	5.45	0	0.00	5.45
Maestría en Ingeniería Industrial y de Sistemas	15	2.64	0	0.00	2.64
Maestría en Psicología Clínica	42	7.38	0	0.00	7.38
MCD Médico Cirujano Dentista	0	0.00	0	0.00	0.00
MCP Médico Cirujano y Partero	0	0.00	0	0.00	0.00
Otra	0	0.00	0	0.00	0.00
PCD - Lic. en Producción Cinematográfica y Digital	0	0.00	0	0.00	0.00
Profesor	0	0.00	1	14.29	-14.29
Total:	569	100.00	7	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	313	52.61	4	57.14
Masculino	282	47.39	3	42.86
Total:	595	100.00	7	100.00

5.1.4 Respondent Profile by Edad:

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

Edad:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	3	42.86
31 - 45	4	57.14
46 - 65	0	0.00
Más de 65	0	0.00
Menos de 18	0	0.00
Total:	7	100.00

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

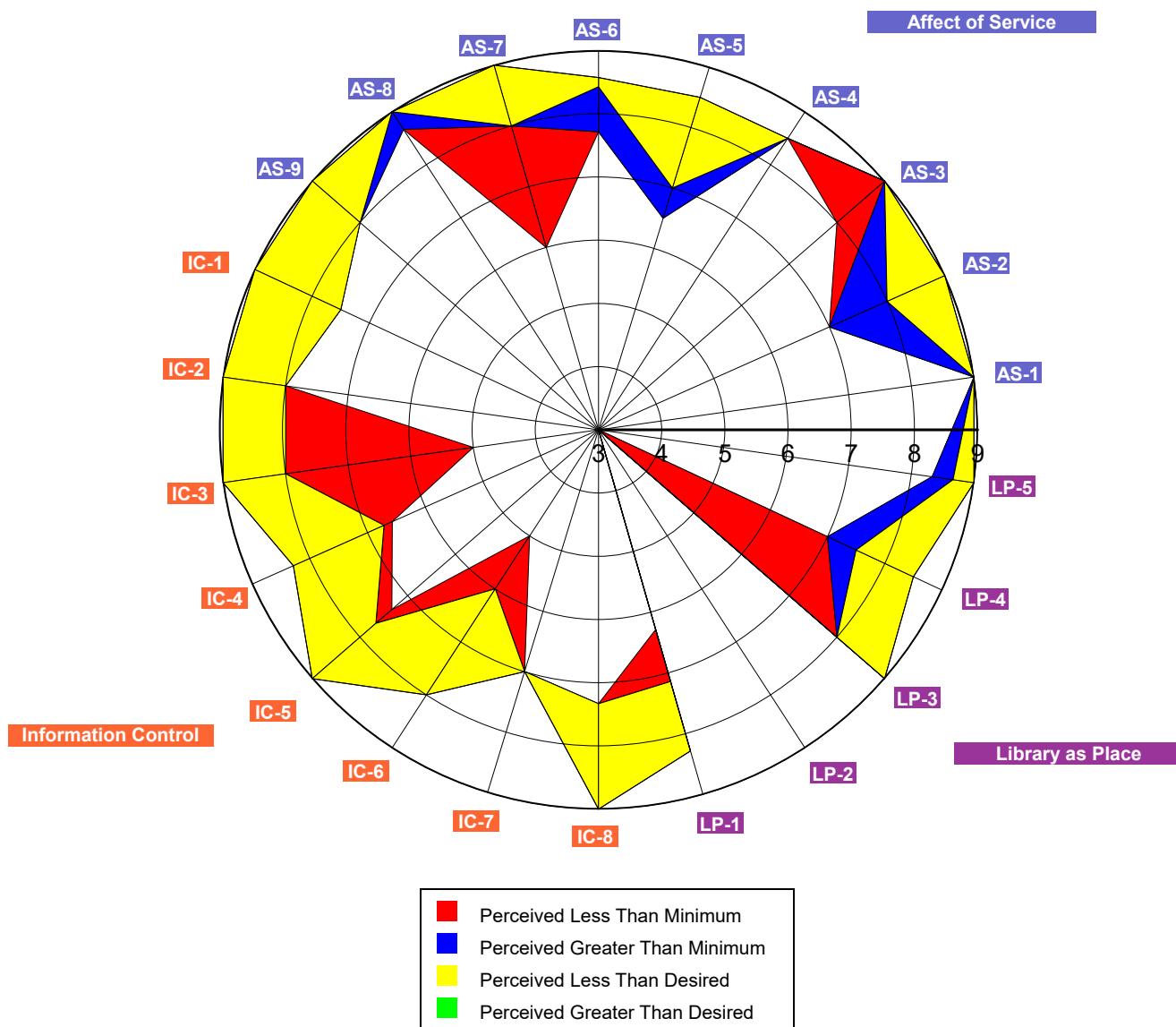
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	5	71.43
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	1	14.29
Otro	0	0.00
Unidad Fundadores	1	14.29
Unidad Obispado	0	0.00
Unidad San Pedro	0	0.00
Unidad Valle Alto	0	0.00
Total:	7	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.)

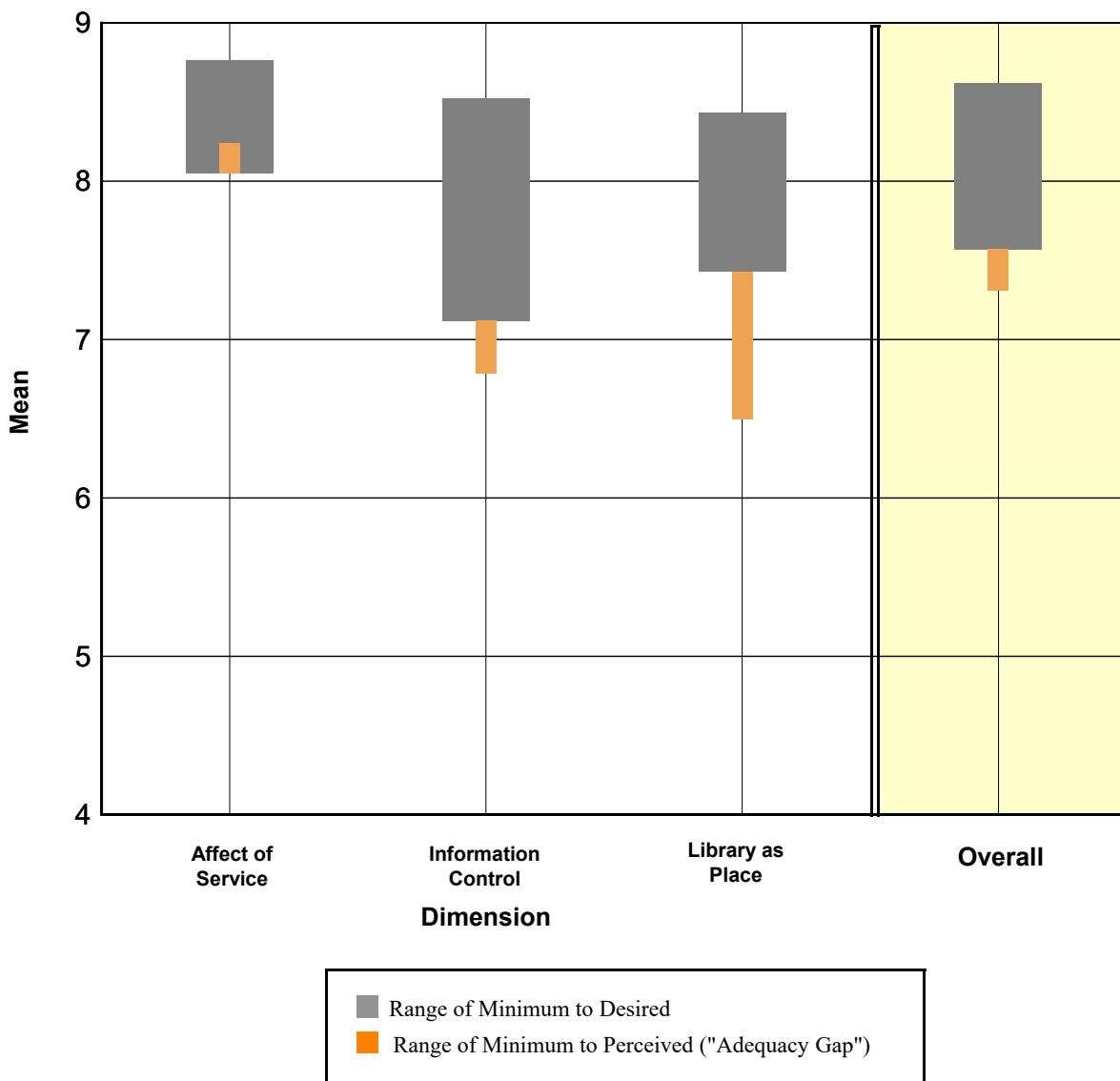


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	9.00	9.00	9.00	0.00	0.00	1
AS-2	Dar a los usuarios atención individual	7.00	9.00	8.00	1.00	-1.00	1
AS-3	Empleados con un trato consistentemente cortés	9.00	9.00	8.00	-1.00	-1.00	2
AS-4	Disposición para responder preguntas de los usuarios	8.50	8.50	8.50	0.00	0.00	2
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	6.50	8.50	7.00	0.50	-1.50	2
AS-6	Empleados que se preocupan por atender a los usuarios	7.71	8.57	8.43	0.71	-0.14	7
AS-7	Empleados que entienden las necesidades de sus usuarios	8.00	9.00	6.00	-2.00	-3.00	1
AS-8	Disposición para ayudar a los usuarios	8.67	9.00	9.00	0.33	0.00	3
AS-9	Manejo confiable de problemas de servicio al usuario	8.00	9.00	8.00	0.00	-1.00	1
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.50	9.00	7.50	0.00	-1.50	2
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.00	9.00	8.00	0.00	-1.00	1
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	8.00	9.00	5.00	-3.00	-4.00	2
IC-4	Los recursos electrónicos de información que necesito	6.71	8.29	6.57	-0.14	-1.71	7
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.67	9.00	7.33	-0.33	-1.67	3
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	6.00	8.00	5.00	-1.00	-3.00	1
IC-7	Hacer la información fácilmente accesible para uso independiente	7.00	7.00	7.00	0.00	0.00	1
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.33	9.00	7.33	0.00	-1.67	3
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.14	8.29	6.29	-0.86	-2.00	7
LP-2	Espacio silencioso para actividades individuales						0
LP-3	Un sitio cómodo y acogedor	8.00	9.00	1.00	-7.00	-8.00	1
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.00	8.50	7.50	0.50	-1.00	2
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	8.33	9.00	8.67	0.33	-0.33	3
Overall:		7.57	8.62	7.31	-0.27	-1.31	7

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios						1
AS-2	Dar a los usuarios atención individual						1
AS-3	Empleados con un trato consistentemente cortés	0	0	1.41	1.41	1.41	2
AS-4	Disposición para responder preguntas de los usuarios	0.71	0.71	0.71	1.41	1.41	2
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	0.71	0.71	1.41	0.71	0.71	2
AS-6	Empleados que se preocupan por atender a los usuarios	1.25	0.53	0.79	1.60	1.21	7
AS-7	Empleados que entienden las necesidades de sus usuarios						1
AS-8	Disposición para ayudar a los usuarios	0.58	0	0	0.58	0	3
AS-9	Manejo confiable de problemas de servicio al usuario						1
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	0.71	0	0.71	1.41	0.71	2
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta						1
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	0	0	5.66	5.66	5.66	2
IC-4	Los recursos electrónicos de información que necesito	1.25	0.76	2.64	3.44	3.04	7
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	0.58	0	1.53	1.15	1.53	3
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo						1
IC-7	Hacer la información fácilmente accesible para uso independiente						1
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	0.58	0	0.58	1.00	0.58	3
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.07	0.95	2.87	2.61	2.89	7
LP-2	Espacio silencioso para actividades individuales						0
LP-3	Un sitio cómodo y acogedor						1
LP-4	Un espacio que me permite aislar para estudiar, aprender o investigar	1.41	0.71	0.71	0.71	0	2
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	0.58	0	0.58	0.58	0.58	3
Overall:		0.62	0.48	1.23	1.30	1.40	7

5.3 Core Question Dimensions Summary for Estudiante de posgrado

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	8.05	8.76	8.24	0.19	-0.52	7
Information Control	7.12	8.52	6.79	-0.33	-1.74	7
Library as Place	7.43	8.43	6.50	-0.93	-1.93	7
Overall	7.57	8.62	7.31	-0.27	-1.31	7

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	0.83	0.32	0.83	0.74	0.88	7
Information Control	0.82	0.72	1.85	2.26	2.15	7
Library as Place	0.93	0.84	2.84	2.67	2.82	7
Overall	0.62	0.48	1.23	1.30	1.40	7

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.50	9.00	7.50	0	-1.50	2
Horarios adecuados de servicio	9.00	9.00	9.00	0	0	1
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	7.00	9.00	8.00	1.00	-1.00	1
Me enseñan a localizar, evaluar y usar la información	8.00	9.00	8.00	0	-1.00	1
Sesiones de instrucción y orientación a bibliotecas	7.75	9.00	7.25	-0.50	-1.75	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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	0.71	0	0.71	1.41	0.71	2
Horarios adecuados de servicio						1
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista						1
Me enseñan a localizar, evaluar y usar la información						1
Sesiones de instrucción y orientación a bibliotecas	0.96	0	2.06	1.29	2.06	4

5.5 General Satisfaction Questions Summary for Estudiante de posgrado

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

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.75	0.50	4
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.00	0	3
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.14	0.69	7

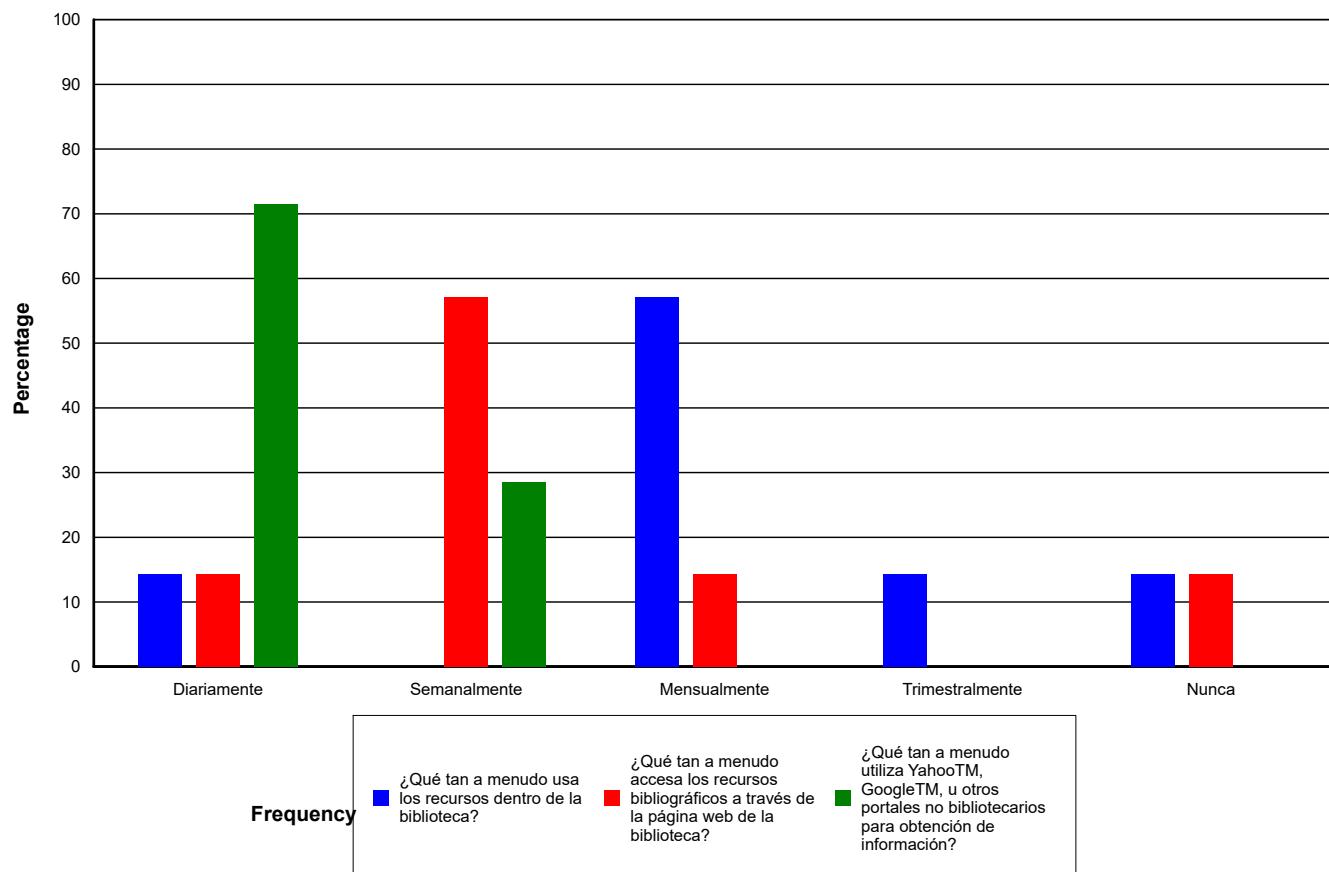
5.6 Information Literacy Outcomes Questions Summary for Estudiante de posgrado

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

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	8.00	0	2
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.33	0.58	3
La biblioteca me permite ser más eficiente en mis trabajos académicos.	6.50	2.12	2
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	7.50	1.73	4
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.67	0.58	3

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?	1 14.29%	0 0 %	4 57.14%	1 14.29%	1 14.29%	7 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	1 14.29%	4 57.14%	1 14.29%	0 0 %	1 14.29%	7 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	5 71.43%	2 28.57%	0 0 %	0 0 %	0 0 %	7 100.00%

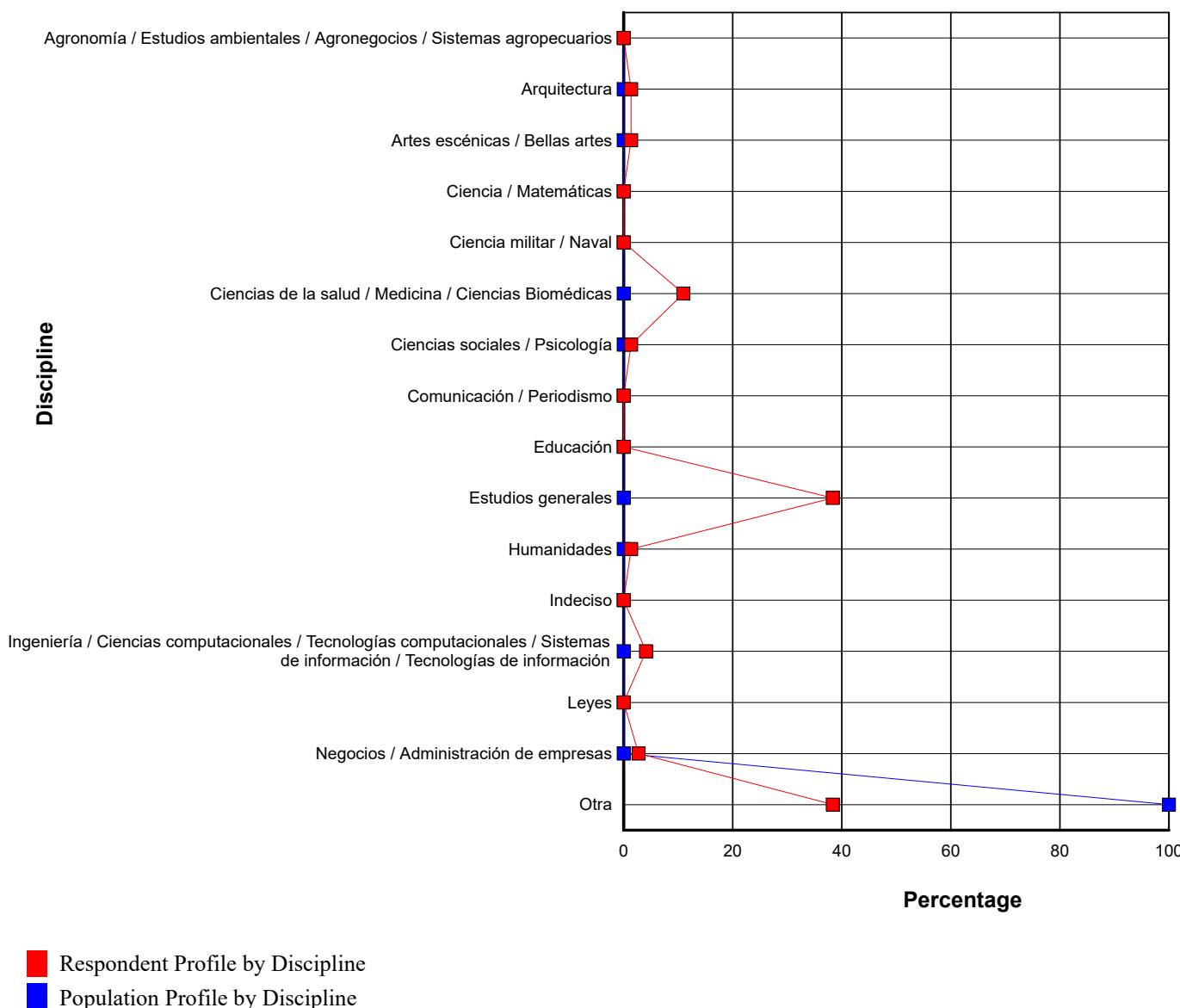
6 Profesor Summary for Universidad de Monterrey

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).

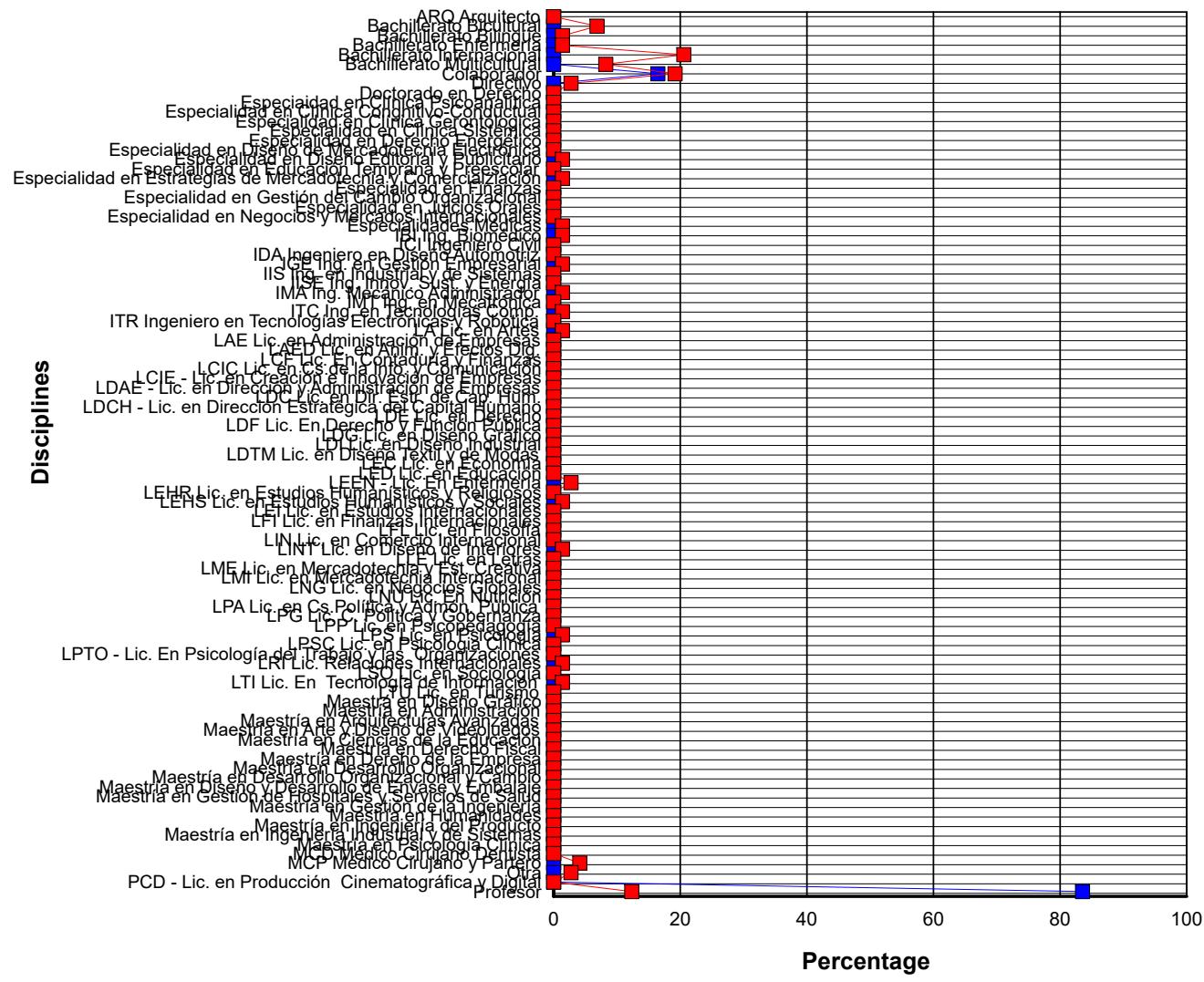


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agronomía / Estudios ambientales / Agronegocios / Sistemas agropecuarios	0	0.00	0	0.00	0.00
Arquitectura	0	0.00	1	1.37	-1.37
Artes escénicas / Bellas artes	0	0.00	1	1.37	-1.37
Ciencia / Matemáticas	0	0.00	0	0.00	0.00
Ciencia militar / Naval	0	0.00	0	0.00	0.00
Ciencias de la salud / Medicina / Ciencias Biomédicas	0	0.00	8	10.96	-10.96
Ciencias sociales / Psicología	0	0.00	1	1.37	-1.37
Comunicación / Periodismo	0	0.00	0	0.00	0.00
Educación	0	0.00	0	0.00	0.00
Estudios generales	0	0.00	28	38.36	-38.36
Humanidades	0	0.00	1	1.37	-1.37
Indeciso	0	0.00	0	0.00	0.00
Ingeniería / Ciencias computacionales / Tecnologías computacionales / Sistemas de información / Tecnologías de información	0	0.00	3	4.11	-4.11
Leyes	0	0.00	0	0.00	0.00
Negocios / Administración de empresas	0	0.00	2	2.74	-2.74
Otra	1,458	100.00	73	100.00	0.00
Total:	1,458	100.00	73	100.00	0.00

6.1.2 Population and Respondent Profiles for Profesor by Customized Discipline

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

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



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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
ARQ Arquitecto	0	0.00	0	0.00	0.00
Bachillerato Bicultural	0	0.00	5	6.85	-6.85
Bachillerato Bilingüe	0	0.00	1	1.37	-1.37
Bachillerato Enfermería	0	0.00	1	1.37	-1.37
Bachillerato Internacional	0	0.00	15	20.55	-20.55
Bachillerato Multicultural	0	0.00	6	8.22	-8.22
Colaborador	240	16.46	14	19.18	-2.72
Directivo	0	0.00	2	2.74	-2.74
Doctorado en Derecho	0	0.00	0	0.00	0.00
Especialidad en Clínica Psicoanalítica	0	0.00	0	0.00	0.00
Especialidad en Clínica Congnítivo-Conductual	0	0.00	0	0.00	0.00
Especialidad en Clínica Gerontológica	0	0.00	0	0.00	0.00
Especialidad en Clínica Sistémica	0	0.00	0	0.00	0.00
Especialidad en Derecho Energético	0	0.00	0	0.00	0.00
Especialidad en Diseño de Mercadotecnia Electrónica	0	0.00	0	0.00	0.00
Especialidad en Diseño Editorial y Publicitario	0	0.00	1	1.37	-1.37
Especialidad en Educación Temprana y Preescolar	0	0.00	0	0.00	0.00
Especialidad en Estrategias de Mercadotecnia y Comercialización	0	0.00	1	1.37	-1.37
Especialidad en Finanzas	0	0.00	0	0.00	0.00
Especialidad en Gestión del Cambio Organizacional	0	0.00	0	0.00	0.00
Especialidad en Juicios Orales	0	0.00	0	0.00	0.00
Especialidad en Negocios y Mercados Internacionales	0	0.00	0	0.00	0.00
Especialidades Médicas	0	0.00	1	1.37	-1.37
IBI Ing. Biomédico	0	0.00	1	1.37	-1.37
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	1.37	-1.37
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	1.37	-1.37
IMT Ing. en Mecatrónica	0	0.00	0	0.00	0.00
ITC Ing. en Tecnologías Comp.	0	0.00	1	1.37	-1.37
ITR Ingeniero en Tecnologías Electrónicas y Robótica	0	0.00	0	0.00	0.00
LA Lic. en Artes	0	0.00	1	1.37	-1.37
LAE Lic. en Administración de Empresas	0	0.00	0	0.00	0.00

LAED Lic. en Anim. y Efectos Dig.	0	0.00	0	0.00	0.00
LCF Lic. En Contaduría 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
LDCH - Lic. en Dirección Estratégica del Capital Humano	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
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
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 Educación	0	0.00	0	0.00	0.00
LEEN - Lic. En Enfermería	0	0.00	2	2.74	-2.74
LEHR Lic. en Estudios Humanísticos y Religiosos	0	0.00	0	0.00	0.00
LEHS Lic. en Estudios Humanísticos y Sociales	0	0.00	1	1.37	-1.37
LEI Lic. en Estudios Internacionales	0	0.00	0	0.00	0.00
LFI Lic. en Finanzas Internacionales	0	0.00	0	0.00	0.00
LFL Lic. en Filosofía	0	0.00	0	0.00	0.00
LIN Lic. en Comercio Internacional	0	0.00	0	0.00	0.00
LINT Lic. en Diseño de Interiores	0	0.00	1	1.37	-1.37
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
LPA Lic. en Cs.Política y Admón. Pública	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	1	1.37	-1.37
LPSC Lic. en Psicología Clínica	0	0.00	0	0.00	0.00
LPTO - Lic. En Psicología del Trabajo y las Organizaciones	0	0.00	0	0.00	0.00
LRI Lic. Relaciones Internacionales	0	0.00	1	1.37	-1.37
LSO Lic. en Sociología	0	0.00	0	0.00	0.00
LTI Lic. En Tecnología de Información	0	0.00	1	1.37	-1.37

LTU Lic. en Turismo	0	0.00	0	0.00	0.00
Maestría en Diseño Gráfico	0	0.00	0	0.00	0.00
Maestría en Administración	0	0.00	0	0.00	0.00
Maestría en Arquitecturas Avanzadas	0	0.00	0	0.00	0.00
Maestría en Arte y Diseño de Videojuegos	0	0.00	0	0.00	0.00
Maestría en Ciencias de la Educación	0	0.00	0	0.00	0.00
Maestría en Derecho Fiscal	0	0.00	0	0.00	0.00
Maestría en Derecho de la Empresa	0	0.00	0	0.00	0.00
Maestría en Desarrollo Organizacional	0	0.00	0	0.00	0.00
Maestría en Desarrollo Organizacional y Cambio	0	0.00	0	0.00	0.00
Maestría en Diseño y Desarrollo de Envase y Embalaje	0	0.00	0	0.00	0.00
Maestría en Gestión de Hospitales y Servicios de Salud	0	0.00	0	0.00	0.00
Maestría en Gestión de la Ingeniería	0	0.00	0	0.00	0.00
Maestría en Humanidades	0	0.00	0	0.00	0.00
Maestría en Ingeniería del Producto	0	0.00	0	0.00	0.00
Maestría en Ingeniería Industrial y de Sistemas	0	0.00	0	0.00	0.00
Maestría en Psicología Clínica	0	0.00	0	0.00	0.00
MCD Médico Cirujano Dentista	0	0.00	0	0.00	0.00
MCP Médico Cirujano y Partero	0	0.00	3	4.11	-4.11
Otra	0	0.00	2	2.74	-2.74
PCD - Lic. en Producción Cinematográfica y Digital	0	0.00	0	0.00	0.00
Profesor	1,218	83.54	9	12.33	71.21
Total:	1,458	100.00	73	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:	Population N	Population %	Respondents n	Respondents %
Femenino	624	51.23	47	64.38
Masculino	594	48.77	26	35.62
Total:	1,218	100.00	73	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	10	13.70
31 - 45	18	24.66
46 - 65	42	57.53
Más de 65	2	2.74
Menos de 18	1	1.37
Total:	73	100.00

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

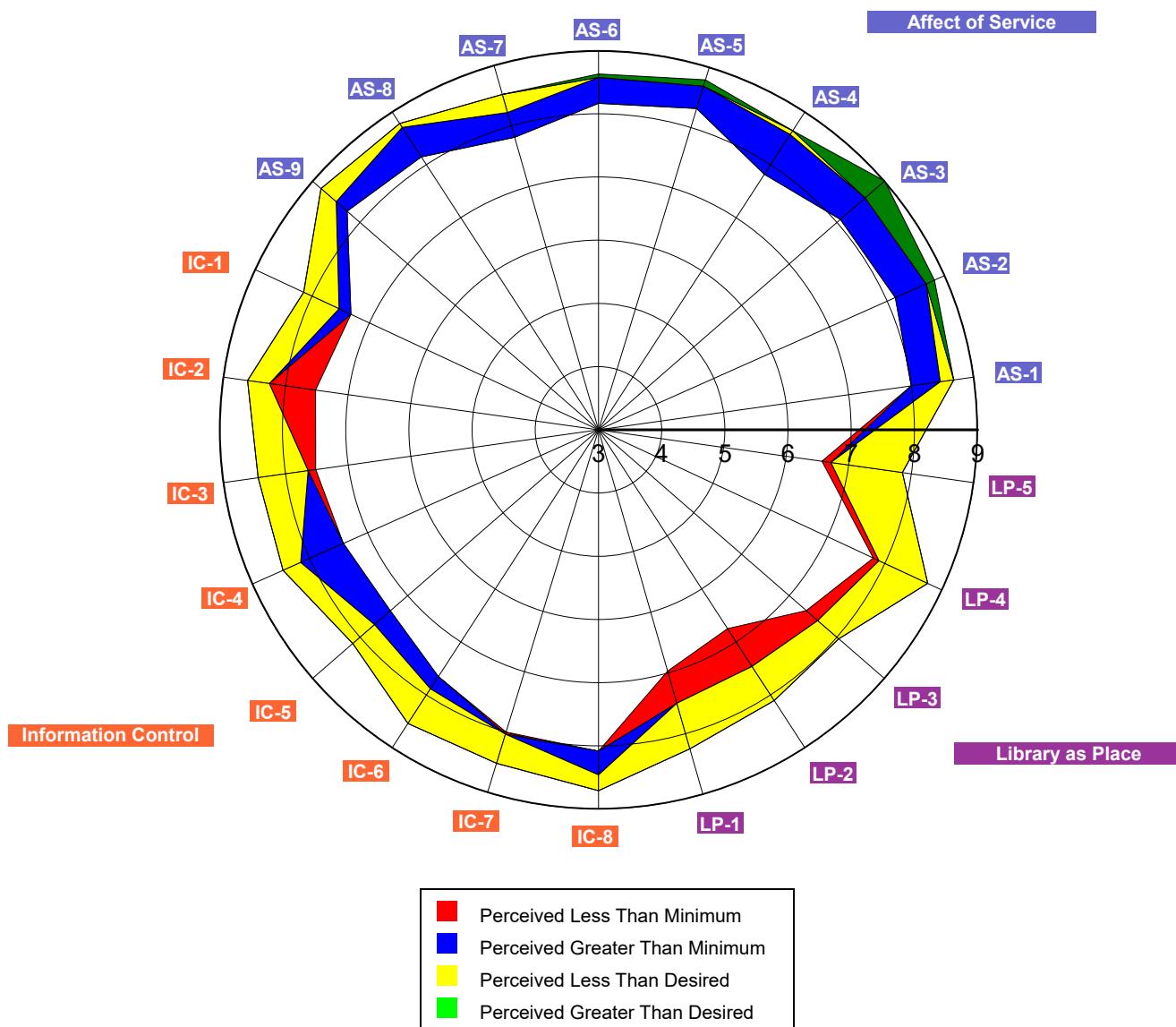
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	19	26.03
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	4	5.48
Otro	0	0.00
Unidad Fundadores	11	15.07
Unidad Obispado	2	2.74
Unidad San Pedro	24	32.88
Unidad Valle Alto	13	17.81
Total:	73	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.)

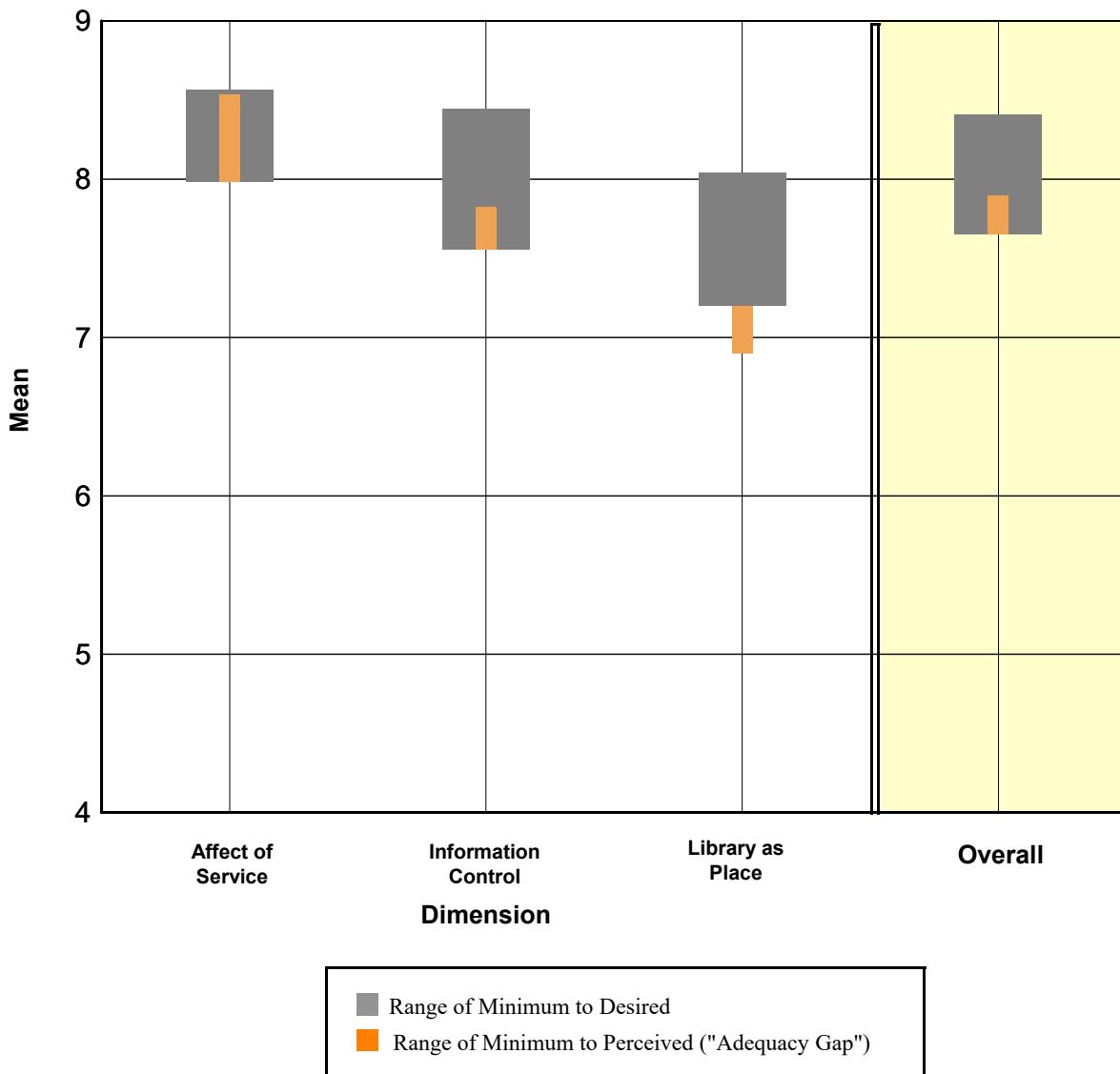


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	8.00	8.68	8.46	0.46	-0.21	28
AS-2	Dar a los usuarios atención individual	8.14	8.68	8.82	0.68	0.14	28
AS-3	Empleados con un trato consistentemente cortés	8.07	8.59	9.00	0.93	0.41	27
AS-4	Disposición para responder preguntas de los usuarios	7.82	8.64	8.57	0.75	-0.07	28
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	8.32	8.68	8.79	0.47	0.11	19
AS-6	Empleados que se preocupan por atender a los usuarios	8.16	8.58	8.63	0.47	0.05	73
AS-7	Empleados que entienden las necesidades de sus usuarios	7.81	8.52	8.22	0.41	-0.30	27
AS-8	Disposición para ayudar a los usuarios	8.15	8.78	8.70	0.56	-0.07	27
AS-9	Manejo confiable de problemas de servicio al usuario	8.27	8.82	8.50	0.23	-0.32	22
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.32	8.15	7.53	0.21	-0.62	34
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	8.26	8.61	7.52	-0.74	-1.09	23
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.64	8.44	7.52	-0.12	-0.92	25
IC-4	Los recursos electrónicos de información que necesito	7.42	8.46	8.16	0.74	-0.30	69
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.36	8.15	7.70	0.33	-0.45	33
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	7.65	8.54	7.88	0.23	-0.65	26
IC-7	Hacer la información fácilmente accesible para uso independiente	8.03	8.52	8.00	-0.03	-0.52	29
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	8.08	8.71	8.46	0.38	-0.25	24
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.50	8.25	6.97	-0.53	-1.28	68
LP-2	Espacio silencioso para actividades individuales	7.46	8.11	6.75	-0.71	-1.36	28
LP-3	Un sitio cómodo y acogedor	7.60	8.04	7.36	-0.24	-0.68	25
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	7.90	8.75	7.80	-0.10	-0.95	20
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	6.71	7.86	6.57	-0.14	-1.29	28
Overall:		7.65	8.41	7.90	0.24	-0.51	73

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	1.33	0.77	1.29	1.20	1.42	28
AS-2	Dar a los usuarios atención individual	1.30	0.77	0.55	1.36	0.71	28
AS-3	Empleados con un trato consistentemente cortés	1.69	1.25	0	1.69	1.25	27
AS-4	Disposición para responder preguntas de los usuarios	1.74	1.16	1.35	1.86	1.70	28
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.29	0.82	0.71	1.17	0.57	19
AS-6	Empleados que se preocupan por atender a los usuarios	1.44	1.18	0.96	1.14	1.10	73
AS-7	Empleados que entienden las necesidades de sus usuarios	1.47	0.98	1.60	1.39	1.61	27
AS-8	Disposición para ayudar a los usuarios	1.26	0.80	0.82	0.97	1.04	27
AS-9	Manejo confiable de problemas de servicio al usuario	1.72	0.50	1.34	1.02	1.32	22
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.98	1.69	1.83	1.39	1.74	34
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.05	0.72	1.47	1.63	1.53	23
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.55	0.71	1.71	1.27	1.68	25
IC-4	Los recursos electrónicos de información que necesito	1.73	1.20	1.26	1.46	1.33	69
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.62	1.42	1.31	1.55	1.79	33
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.50	0.81	1.28	1.24	1.29	26
IC-7	Hacer la información fácilmente accesible para uso independiente	1.18	0.91	1.34	1.52	1.53	29
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.14	0.62	0.72	1.06	0.61	24
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.80	1.58	2.42	2.24	2.57	68
LP-2	Espacio silencioso para actividades individuales	2.06	1.95	2.66	2.17	2.26	28
LP-3	Un sitio cómodo y acogedor	1.63	1.59	2.02	2.54	2.51	25
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	1.33	0.72	1.47	1.59	1.47	20
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	2.51	2.22	2.63	1.76	2.49	28
Overall:		1.41	1.10	1.19	1.12	1.36	73

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	7.99	8.57	8.54	0.55	-0.03	73
Information Control	7.56	8.45	7.82	0.27	-0.62	73
Library as Place	7.20	8.04	6.90	-0.30	-1.14	71
Overall	7.65	8.41	7.90	0.24	-0.51	73

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	1.43	1.05	1.00	1.10	1.16	73
Information Control	1.48	1.06	1.26	1.22	1.42	73
Library as Place	1.95	1.78	2.32	1.95	2.39	71
Overall	1.41	1.10	1.19	1.12	1.36	73

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.32	8.15	7.53	0.21	-0.62	34
Horarios adecuados de servicio	7.85	8.30	8.41	0.56	0.11	27
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	8.00	8.52	8.24	0.24	-0.29	21
Me enseñan a localizar, evaluar y usar la información	8.57	8.76	8.95	0.38	0.19	21
Sesiones de instrucción y orientación a bibliotecas	7.89	8.56	8.06	0.17	-0.50	18

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.98	1.69	1.83	1.39	1.74	34
Horarios adecuados de servicio	1.70	1.75	1.28	1.72	1.28	27
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	1.34	0.75	1.26	1.55	1.19	21
Me enseñan a localizar, evaluar y usar la información	1.03	0.89	0.22	1.02	0.93	21
Sesiones de instrucción y orientación a bibliotecas	1.41	0.86	1.51	0.99	1.34	18

6.5 General Satisfaction Questions Summary for Profesor

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

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.49	1.19	41
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.56	0.91	43
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.36	1.24	73

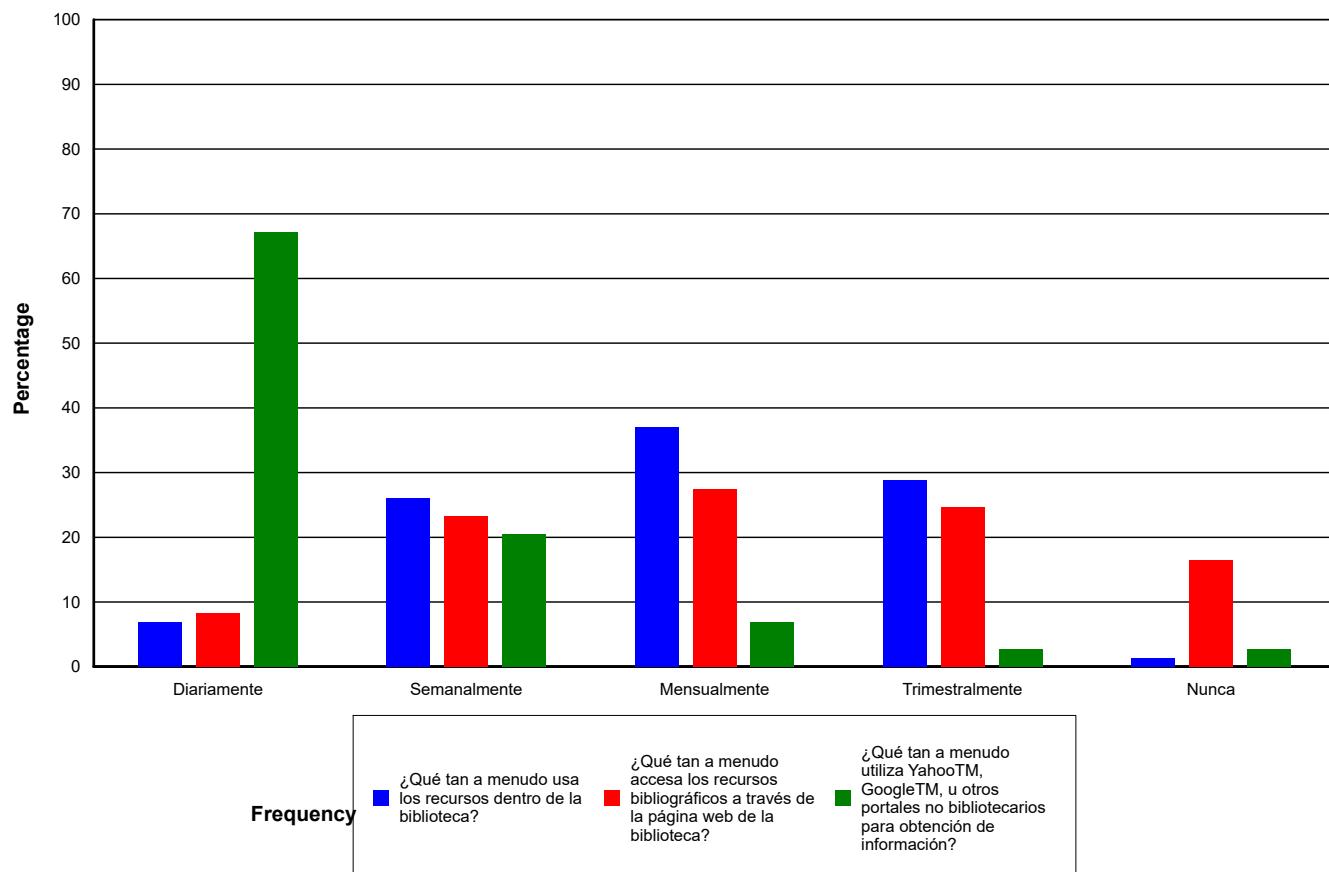
6.6 Information Literacy Outcomes Questions Summary for Profesor

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

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.93	1.95	30
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.17	1.34	36
La biblioteca me permite ser más eficiente en mis trabajos académicos.	8.38	1.02	39
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.10	1.49	49
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.40	1.12	25

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?	5 6.85%	19 26.03%	27 36.99%	21 28.77%	1 1.37%	73 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	6 8.22%	17 23.29%	20 27.40%	18 24.66%	12 16.44%	73 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	49 67.12%	15 20.55%	5 6.85%	2 2.74%	2 2.74%	73 100.00%

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	10	71.43
Masculino	4	28.57
Total:	14	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	2	14.29
23 - 30	1	7.14
31 - 45	7	50.00
46 - 65	4	28.57
Más de 65	0	0.00
Menos de 18	0	0.00
Total:	14	100.00

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

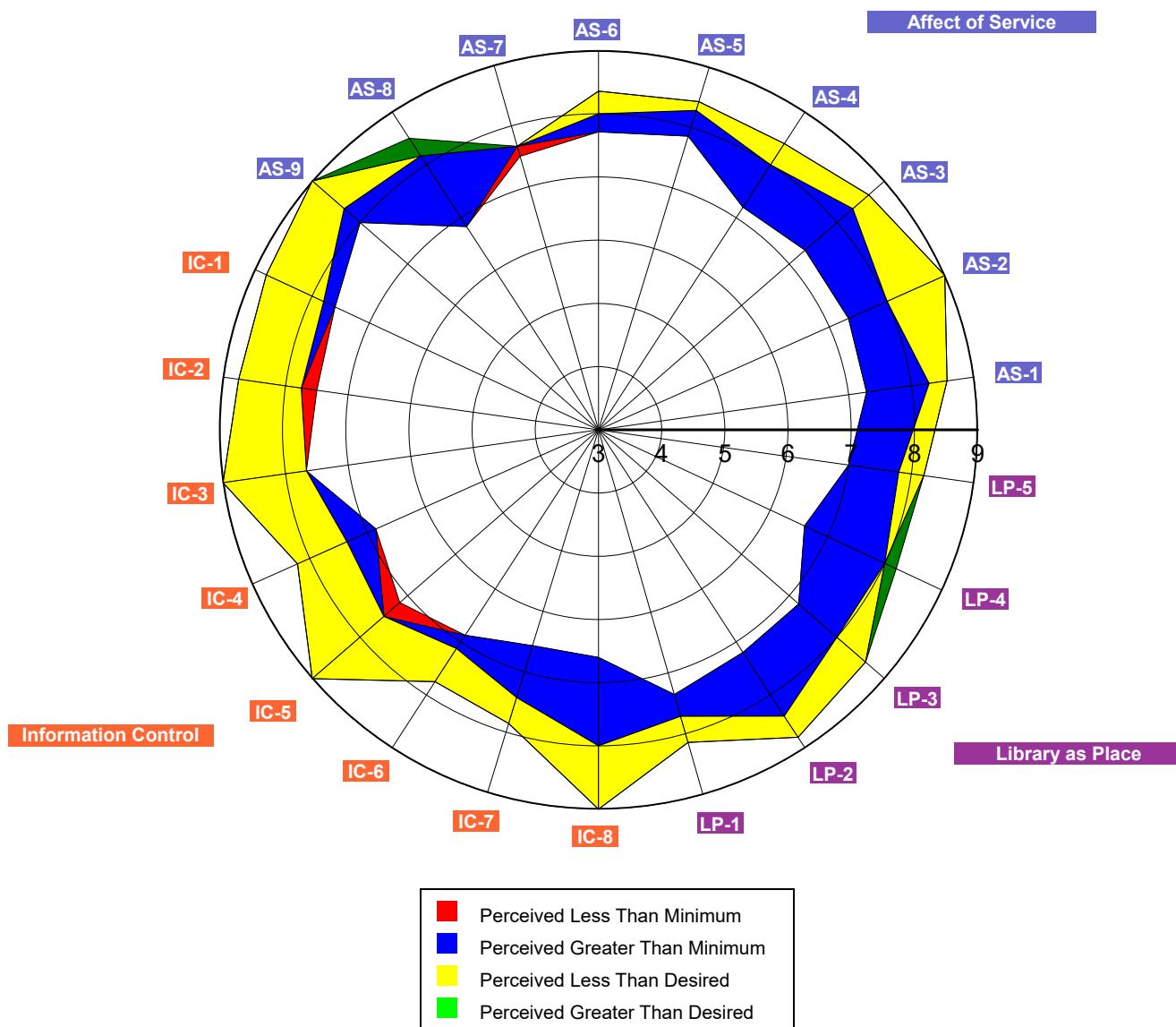
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	12	85.71
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	0	0.00
Otro	0	0.00
Unidad Fundadores	0	0.00
Unidad Obispado	1	7.14
Unidad San Pedro	1	7.14
Unidad Valle Alto	0	0.00
Total:	14	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.)

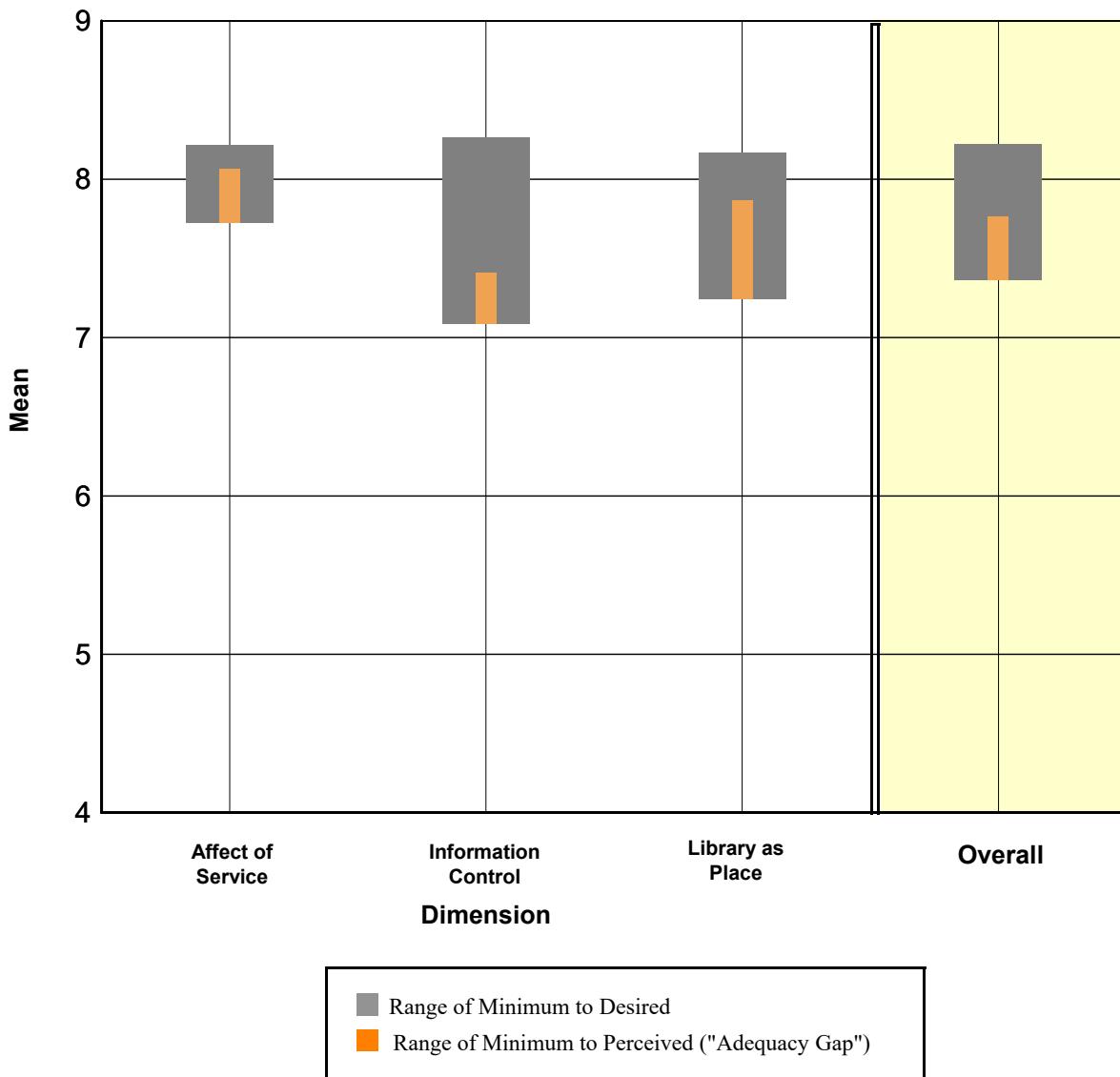


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.29	8.57	8.29	1.00	-0.29	7
AS-2	Dar a los usuarios atención individual	7.33	9.00	8.00	0.67	-1.00	3
AS-3	Empleados con un trato consistentemente cortés	7.33	8.67	8.33	1.00	-0.33	3
AS-4	Disposición para responder preguntas de los usuarios	7.20	8.40	8.00	0.80	-0.40	5
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	7.86	8.43	8.29	0.43	-0.14	7
AS-6	Empleados que se preocupan por atender a los usuarios	7.71	8.36	8.00	0.29	-0.36	14
AS-7	Empleados que entienden las necesidades de sus usuarios	7.67	7.67	7.50	-0.17	-0.17	6
AS-8	Disposición para ayudar a los usuarios	6.83	8.17	8.50	1.67	0.33	6
AS-9	Manejo confiable de problemas de servicio al usuario	8.00	9.00	8.33	0.33	-0.67	3
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.60	8.80	7.80	0.20	-1.00	5
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.75	8.75	7.50	-0.25	-1.25	4
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.67	9.00	7.67	0.00	-1.33	3
IC-4	Los recursos electrónicos de información que necesito	6.86	8.21	7.36	0.50	-0.86	14
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	7.50	9.00	7.17	-0.33	-1.83	6
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	6.88	7.75	7.13	0.25	-0.63	8
IC-7	Hacer la información fácilmente accesible para uso independiente	6.57	7.86	7.43	0.86	-0.43	7
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	6.60	9.00	8.00	1.40	-1.00	5
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.36	8.14	7.71	0.36	-0.43	14
LP-2	Espacio silencioso para actividades individuales	7.20	8.80	8.40	1.20	-0.40	5
LP-3	Un sitio cómodo y acogedor	7.20	8.60	8.00	0.80	-0.60	5
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	6.60	8.00	8.20	1.60	0.20	5
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.00	8.20	7.80	0.80	-0.40	5
Overall:		7.36	8.22	7.77	0.40	-0.45	14

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	1.70	0.79	1.25	1.29	0.95	7
AS-2	Dar a los usuarios atención individual	1.53	0	1.73	1.15	1.73	3
AS-3	Empleados con un trato consistentemente cortés	0.58	0.58	0.58	1.00	0.58	3
AS-4	Disposición para responder preguntas de los usuarios	1.30	1.34	1.22	1.10	0.55	5
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	1.57	1.51	1.11	2.23	2.12	7
AS-6	Empleados que se preocupan por atender a los usuarios	1.49	1.08	1.30	1.44	1.34	14
AS-7	Empleados que entienden las necesidades de sus usuarios	1.21	3.27	1.87	2.64	1.72	6
AS-8	Disposición para ayudar a los usuarios	1.94	1.33	0.84	1.37	1.03	6
AS-9	Manejo confiable de problemas de servicio al usuario	1.00	0	1.15	1.53	1.15	3
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.34	0.45	1.30	1.92	1.58	5
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	0.96	0.50	1.29	1.71	1.50	4
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.15	0	1.53	1.73	1.53	3
IC-4	Los recursos electrónicos de información que necesito	1.41	1.31	1.39	1.40	1.46	14
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	1.52	0	1.83	2.58	1.83	6
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	1.96	1.91	1.73	1.39	1.60	8
IC-7	Hacer la información fácilmente accesible para uso independiente	1.27	1.35	0.98	1.46	1.40	7
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	2.07	0	1.00	2.79	1.00	5
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.50	1.46	0.99	1.50	1.50	14
LP-2	Espacio silencioso para actividades individuales	1.30	0.45	0.89	1.30	0.55	5
LP-3	Un sitio cómodo y acogedor	1.30	0.55	0.71	1.79	0.89	5
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	1.52	1.41	0.84	1.14	1.10	5
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.22	1.30	1.30	0.84	0.55	5
Overall:		1.33	1.28	0.98	1.24	1.13	14

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	7.72	8.21	8.06	0.34	-0.15	14
Information Control	7.09	8.26	7.41	0.32	-0.85	14
Library as Place	7.24	8.16	7.86	0.62	-0.30	14
Overall	7.36	8.22	7.77	0.40	-0.45	14

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	1.42	1.44	1.17	1.39	1.14	14
Information Control	1.42	1.24	1.14	1.50	1.30	14
Library as Place	1.37	1.24	0.82	1.22	1.10	14
Overall	1.33	1.28	0.98	1.24	1.13	14

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	7.60	8.80	7.80	0.20	-1.00	5
Horarios adecuados de servicio	6.67	8.67	8.67	2.00	0	3
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	6.83	7.17	6.83	0	-0.33	6
Me enseñan a localizar, evaluar y usar la información	7.00	8.00	8.33	1.33	0.33	3
Sesiones de instrucción y orientación a bibliotecas	7.38	8.38	8.50	1.13	0.13	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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.34	0.45	1.30	1.92	1.58	5
Horarios adecuados de servicio	0.58	0.58	0.58	0	1.00	3
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	1.60	3.25	1.94	2.53	2.58	6
Me enseñan a localizar, evaluar y usar la información	2.00	1.73	1.15	1.15	0.58	3
Sesiones de instrucción y orientación a bibliotecas	1.92	1.06	1.07	1.25	0.35	8

7.5 General Satisfaction Questions Summary for Personal de biblioteca

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

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	8.17	1.17	6
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	8.40	0.70	10
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	8.29	1.14	14

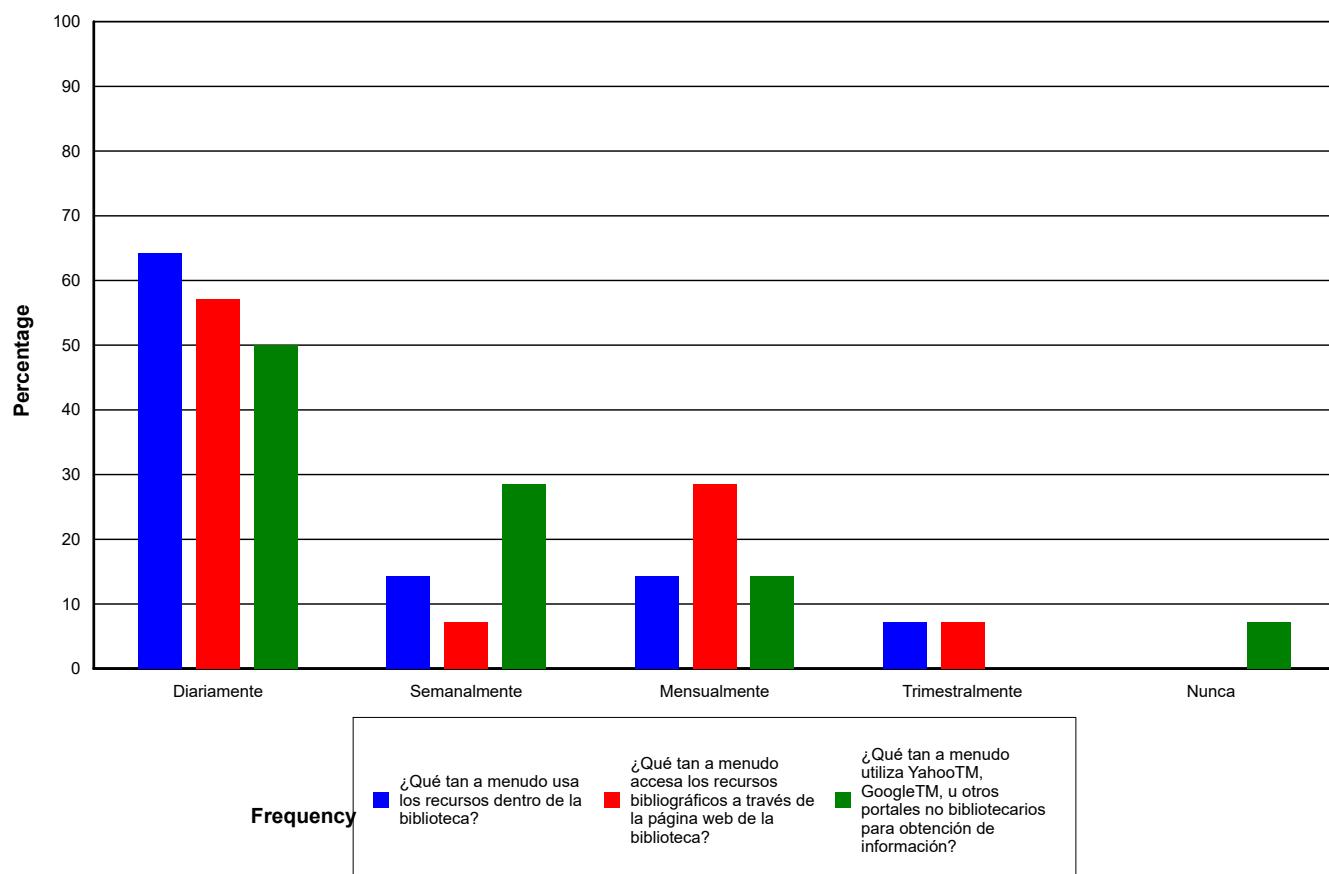
7.6 Information Literacy Outcomes Questions Summary for Personal de biblioteca

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

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.70	1.25	10
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	8.60	0.55	5
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.80	1.30	5
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	8.00	1.10	6
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	8.38	0.92	8

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?	9 64.29%	2 14.29%	2 14.29%	1 7.14%	0 0 %	14 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	8 57.14%	1 7.14%	4 28.57%	1 7.14%	0 0 %	14 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	7 50.00%	4 28.57%	2 14.29%	0 0 %	1 7.14%	14 100.00%

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	13	56.52
Masculino	10	43.48
Total:	23	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	3	13.04
23 - 30	3	13.04
31 - 45	10	43.48
46 - 65	7	30.43
Más de 65	0	0.00
Menos de 18	0	0.00
Total:	23	100.00

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

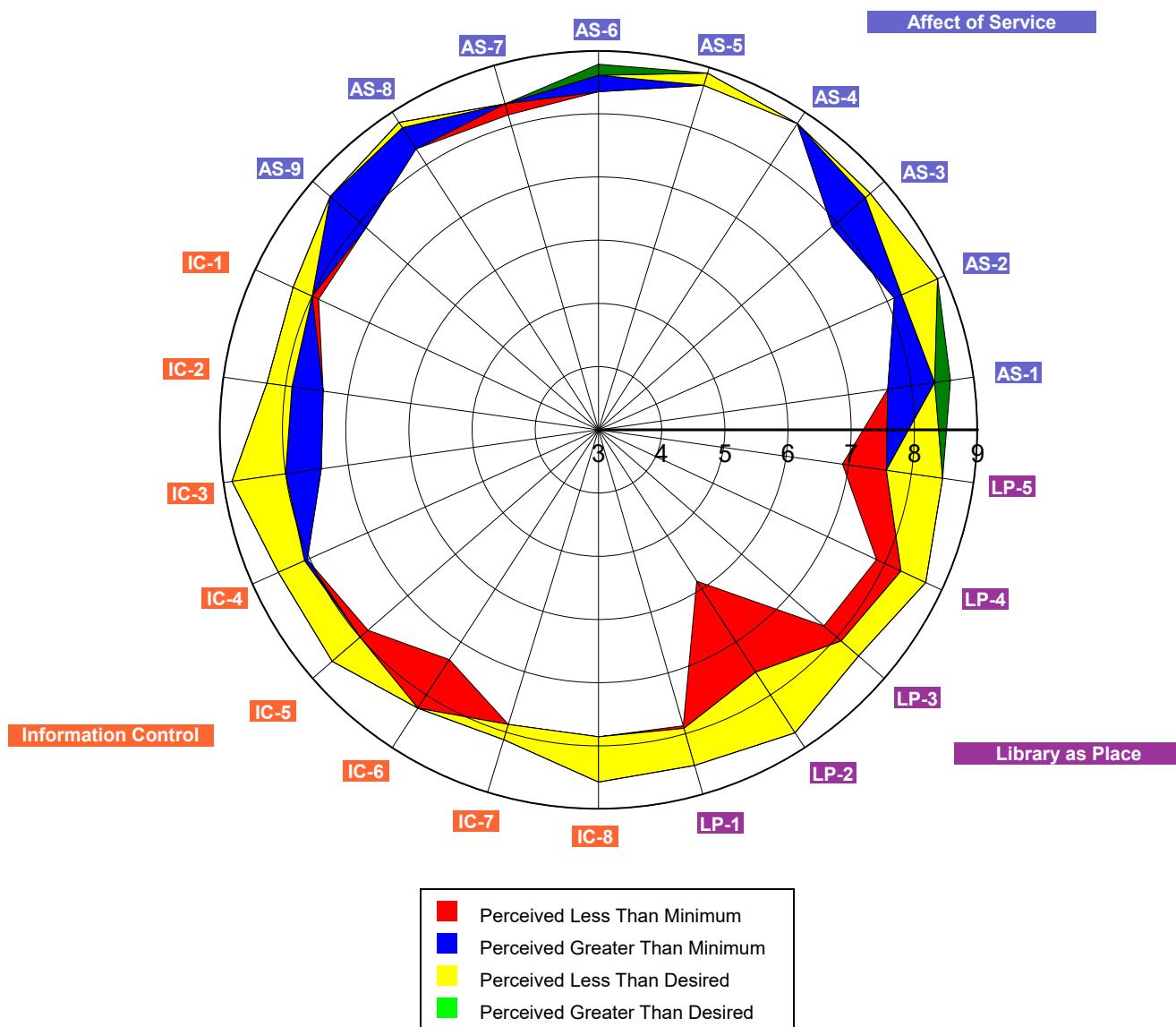
La biblioteca que utiliza más a menudo:	Respondents n	Respondents %
Campus Profesional	10	43.48
DEIS Muguerza Conchita	0	0.00
DEIS Muguerza Obispado	0	0.00
Escuela de Enfermería	0	0.00
Otro	3	13.04
Unidad Fundadores	3	13.04
Unidad Obispado	1	4.35
Unidad San Pedro	4	17.39
Unidad Valle Alto	2	8.70
Total:	23	100.00

8.2 Core Questions Summary for Colaborador UDEM

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

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

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

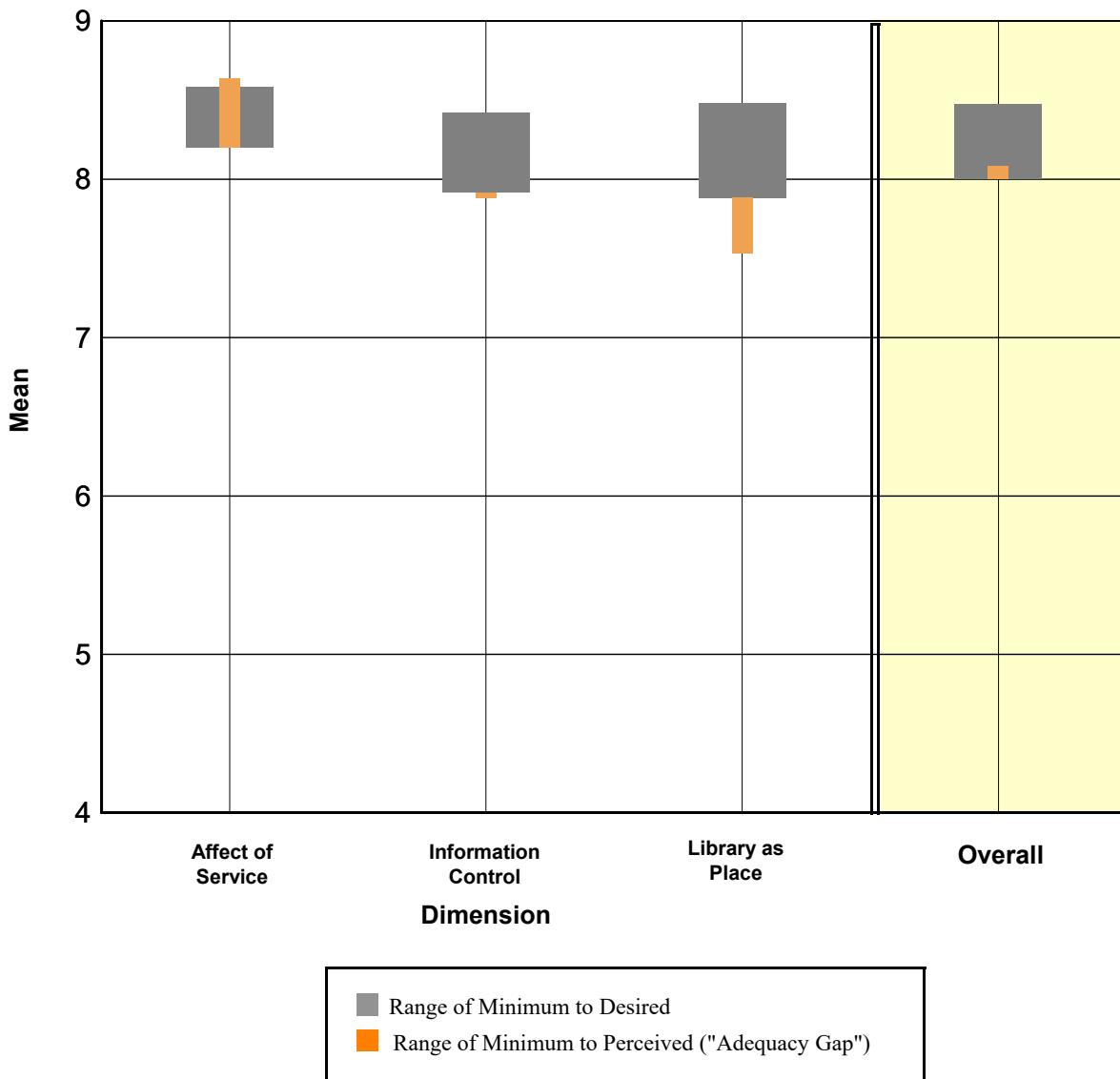


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Empleados que promueven confianza en los usuarios	7.63	8.38	8.63	1.00	0.25	8
AS-2	Dar a los usuarios atención individual	8.13	8.88	8.25	0.13	-0.63	8
AS-3	Empleados con un trato consistentemente cortés	7.90	8.70	8.60	0.70	-0.10	10
AS-4	Disposición para responder preguntas de los usuarios	8.78	8.78	8.78	0.00	0.00	9
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	8.70	8.90	8.70	0.00	-0.20	10
AS-6	Empleados que se preocupan por atender a los usuarios	8.35	8.61	8.78	0.43	0.17	23
AS-7	Empleados que entienden las necesidades de sus usuarios	8.36	8.36	8.18	-0.18	-0.18	11
AS-8	Disposición para ayudar a los usuarios	8.30	8.80	8.70	0.40	-0.10	10
AS-9	Manejo confiable de problemas de servicio al usuario	7.88	8.63	8.63	0.75	0.00	8
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.00	8.33	7.89	-0.11	-0.44	9
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	7.40	8.30	7.90	0.50	-0.40	10
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	7.43	8.86	8.00	0.57	-0.86	7
IC-4	Los recursos electrónicos de información que necesito	8.05	8.55	8.09	0.05	-0.45	22
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	8.00	8.58	7.83	-0.17	-0.75	12
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	8.25	8.17	7.33	-0.92	-0.83	12
IC-7	Hacer la información fácilmente accesible para uso independiente	7.88	8.13	7.88	0.00	-0.25	8
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	7.86	8.57	7.86	0.00	-0.71	7
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	7.91	8.52	7.87	-0.04	-0.65	23
LP-2	Espacio silencioso para actividades individuales	7.57	8.71	5.86	-1.71	-2.86	7
LP-3	Un sitio cómodo y acogedor	8.09	8.45	7.73	-0.36	-0.73	11
LP-4	Un espacio que me permite aislarme para estudiar, aprender o investigar	8.29	8.71	7.86	-0.43	-0.86	7
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	7.60	8.50	6.90	-0.70	-1.60	10
Overall:		8.00	8.47	8.08	0.08	-0.39	23

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	1.69	1.19	0.52	1.69	1.49	8
AS-2	Dar a los usuarios atención individual	1.13	0.35	0.71	0.99	0.52	8
AS-3	Empleados con un trato consistentemente cortés	0.99	0.48	0.52	1.06	0.57	10
AS-4	Disposición para responder preguntas de los usuarios	0.44	0.44	0.44	0	0.50	9
AS-5	Empleados que tengan el conocimiento para contestar las preguntas de los usuarios	0.48	0.32	0.48	0.47	0.42	10
AS-6	Empleados que se preocupan por atender a los usuarios	1.07	0.94	0.42	0.99	1.03	23
AS-7	Empleados que entienden las necesidades de sus usuarios	1.21	0.81	1.17	0.40	0.87	11
AS-8	Disposición para ayudar a los usuarios	0.82	0.42	0.48	0.52	0.32	10
AS-9	Manejo confiable de problemas de servicio al usuario	1.46	0.74	0.52	1.39	0.93	8
Information Control							
IC-1	Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.32	0.87	1.96	2.42	1.74	9
IC-2	Una página web de la biblioteca que me permita localizar información por mi cuenta	1.07	0.82	0.88	1.72	1.51	10
IC-3	Los materiales bibliográficos impresos que necesito para mi trabajo	1.27	0.38	0.58	0.98	0.69	7
IC-4	Los recursos electrónicos de información que necesito	0.90	0.80	0.81	1.05	1.01	22
IC-5	Equipo moderno que me permite acceder con facilidad a la información que necesito	0.95	0.67	1.47	0.94	1.29	12
IC-6	Herramientas de acceso fáciles de usar que me permiten encontrar cosas por mí mismo	0.97	1.75	2.10	1.31	0.83	12
IC-7	Hacer la información fácilmente accesible para uso independiente	0.83	2.10	0.83	1.07	2.25	8
IC-8	Colecciones de revistas impresas y/o electrónicas que requiero para mi trabajo	1.86	0.79	1.46	1.00	0.95	7
Library as Place							
LP-1	Espacio de la biblioteca que inspira el estudio y aprendizaje	1.00	0.95	1.29	1.26	1.43	23
LP-2	Espacio silencioso para actividades individuales	1.81	0.49	3.02	2.36	2.67	7
LP-3	Un sitio cómodo y acogedor	0.94	0.69	1.10	1.21	1.19	11
LP-4	Un espacio que me permite aislarne para estudiar, aprender o investigar	0.95	0.76	1.21	1.13	1.21	7
LP-5	Espacios para el aprendizaje colaborativo y el estudio en grupo	1.58	0.71	2.69	3.09	2.95	10
Overall:		0.89	0.60	0.74	0.98	0.91	23

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	8.20	8.58	8.64	0.44	0.06	23
Information Control	7.92	8.42	7.88	-0.04	-0.54	23
Library as Place	7.88	8.48	7.53	-0.35	-0.95	23
Overall	8.00	8.47	8.08	0.08	-0.39	23

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	0.98	0.66	0.42	0.91	0.74	23
Information Control	0.85	0.77	1.12	1.21	1.02	23
Library as Place	1.02	0.67	1.58	1.48	1.75	23
Overall	0.89	0.60	0.74	0.98	0.91	23

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	8.00	8.33	7.89	-0.11	-0.44	9
Horarios adecuados de servicio	8.33	8.75	8.58	0.25	-0.17	12
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	8.43	8.71	8.00	-0.43	-0.71	7
Me enseñan a localizar, evaluar y usar la información	8.71	9.00	8.71	0	-0.29	7
Sesiones de instrucción y orientación a bibliotecas	8.00	9.00	8.14	0.14	-0.86	7

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
Hacer que los recursos electrónicos sean accesibles desde mi casa u oficina	1.32	0.87	1.96	2.42	1.74	9
Horarios adecuados de servicio	0.78	0.45	0.67	1.06	0.58	12
La colección de la biblioteca incluye fuentes de información que reflejan diversos puntos de vista	0.79	0.49	1.41	0.79	1.11	7
Me enseñan a localizar, evaluar y usar la información	0.76	0	0.49	0.58	0.49	7
Sesiones de instrucción y orientación a bibliotecas	0.82	0	0.90	1.07	0.90	7

8.5 General Satisfaction Questions Summary for Colaborador UDEM

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

Satisfaction Question	Mean	SD	n
En general, estoy satisfecho con la manera en que me tratan en la biblioteca.	7.75	2.14	16
En general, estoy satisfecho con el apoyo bibliotecario para mi aprendizaje, investigación y/o necesidades de enseñanza.	7.67	2.53	12
¿Cómo calificaría en general la calidad del servicio provisto por la biblioteca?	7.96	2.18	23

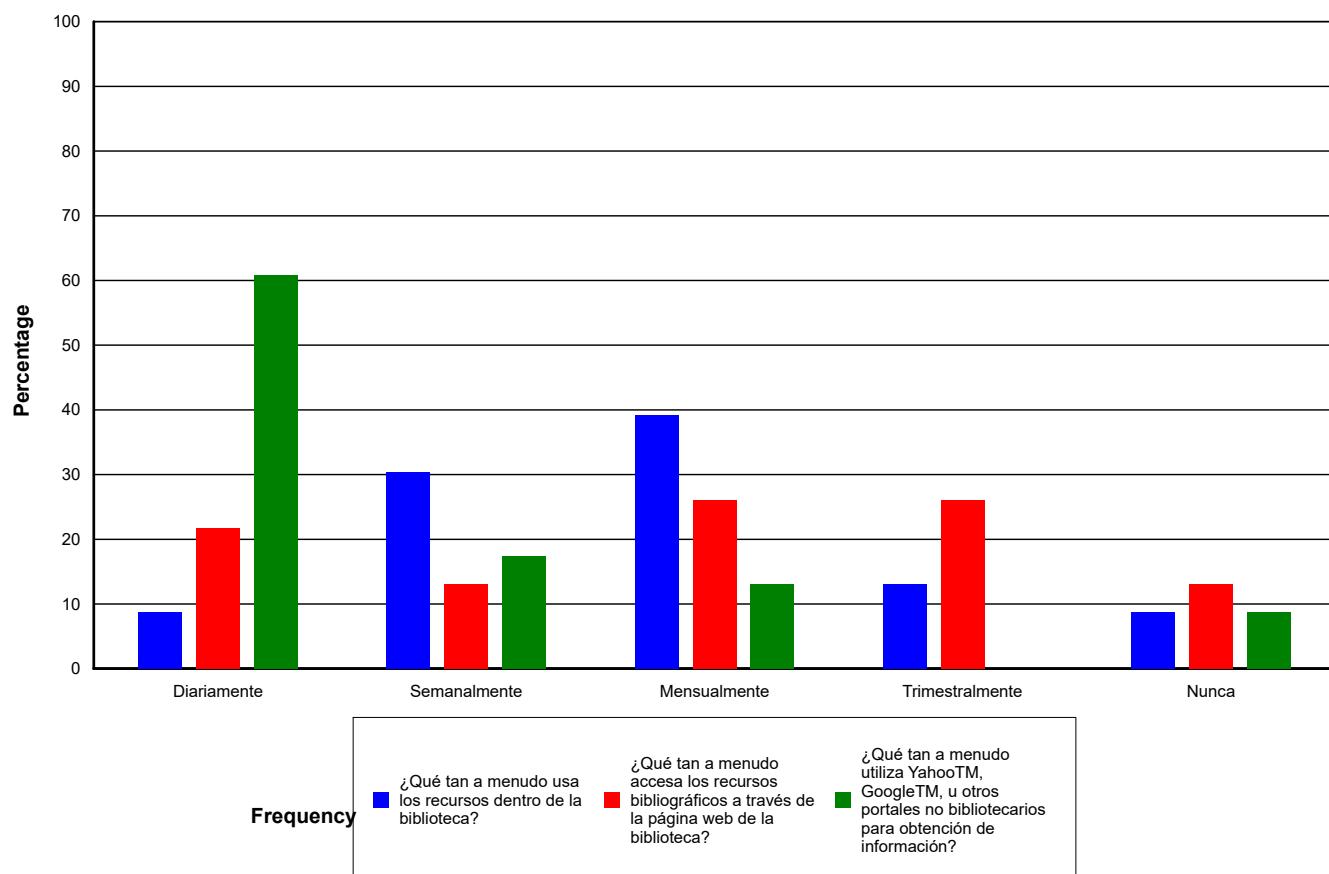
8.6 Information Literacy Outcomes Questions Summary for Colaborador UDEM

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

Information Literacy Outcomes Questions	Mean	SD	n
La biblioteca me ayuda a mantenerme al corriente sobre los desarrollos en mi(s) área(s) de interés.	7.17	2.62	12
La biblioteca contribuye a mi desarrollo dentro de mi disciplina académica.	7.25	2.46	16
La biblioteca me permite ser más eficiente en mis trabajos académicos.	7.58	2.50	12
La biblioteca me ayuda a distinguir entre información confiable e información no confiable.	7.27	2.65	11
La biblioteca me desarrolla habilidades para la búsqueda y manejo de información que necesito para mi trabajo o estudio.	6.70	2.71	10

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?	2 8.70%	7 30.43%	9 39.13%	3 13.04%	2 8.70%	23 100.00%
¿Qué tan a menudo accesa los recursos bibliográficos a través de la página web de la biblioteca?	5 21.74%	3 13.04%	6 26.09%	6 26.09%	3 13.04%	23 100.00%
¿Qué tan a menudo utiliza YahooTM, GoogleTM, u otros portales no bibliotecarios para obtención de información?	14 60.87%	4 17.39%	3 13.04%	0 0 %	2 8.70%	23 100.00%

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/>>). 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 - 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



**21 Dupont Circle NW, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884
<http://www.libqual.org>**

© Association of Research Libraries

