

**Give me the Gimlet! Using Qualitative and Quantitative Information to Improve
Statistics Reporting of Reference Transactions at the**

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Abstract

Reference transaction statistics give insight into the needs of library users and help libraries prove their value within their institution. Collecting this data has long been an important aspect of librarianship. Historically, most libraries use paper tally sheets where librarians indicated each question asked with a mark. While paper systems are easy to implement, they provide little information about the nature of questions asked by library users. The University of Louisiana at Lafayette's Edith Garland Dupré Library replaced their traditional paper recording method with web-based statistics tracker Gimlet in 2016. Gimlet data reports for reference transactions occurring at the library's reference desk and those via instant message from June 2015 to June 2018 are presented and analyzed. In addition, a newly developed coding scheme was applied to transactions to ensure the accuracy of information. This article discusses the advantages and disadvantages of this change, innovations in reporting reference transactions in the Reference and Research Services department, and topics for further study.

Keywords: reference statistics, academic libraries, reference services, electronic reference statistics, library statistics, Gimlet

At the University of Louisiana at Lafayette, the Head of the Research and Reference Department, as well as two Research Librarians, began reviewing past Gimlet records for reporting accuracy and initiated a coding project to reconcile the discrepancies to improve recording procedures. Similar transactions recorded differently are unreliable and need to be reconciled to ensure accuracy. In order to reconcile the totals, the authors created a coding scheme to categorize the unreliable Gimlet records. By doing this, a consensus on how to correct the inaccuracies and a guide for future reference statistics tracking procedures was formed. This established that current and future reference staff are freshly trained and on the same page. Sustainable improvement and consistency can be attained through periodic refreshment training. The authors have chosen to map out the issues and solutions encountered as a guide to the other 650+ institutions worldwide using Gimlet as a reference statistics tracker.

Collecting data at the reference desk has long been a common practice in libraries, especially in academia. “The first measurements of reference took the form of counting the numbers of questions asked” (Tyckoson, 2012, p. 595). Historically, most libraries use paper tally sheets where librarians indicated each question asked with a mark, with the goal being to demonstrate the volume of transactions happening at the reference desk. While paper systems are easy to implement, there are some significant drawbacks. Counting data at the end of every month is time-consuming, and transferring the information to a spreadsheet leaves the potential for error. Although statistics on paper provide quantitative data for reference transactions, they provide little qualitative information about the nature of questions asked by library users (Rozeat, 2012, p. 1). To address the critical disadvantages of traditional paper methods, some libraries have

initiated the use of electronic statistics trackers to collect reference transaction data.

Dupré Library has collected statistics of reference transactions as a means to evaluate reference services for decades. An Association of Research Libraries (ARL) survey in 2002 examined how its member libraries collected data on reference transactions (Novotny, 2002, p. 9). While not an ARL member library, the Library collected data using paper tally sheets like the majority of survey respondents. [Figure 1] This practice continued until June 2015.

Reference Desk Statistics					
Time	Reference Questions	Directional Questions	Government Information	Instant Messages	Other Support
7:30 - 8:30					
8:30 - 9:30					
9:30 - 10:30					

Figure 1: Reference Desk Statistics Sheet

When the decision was made to replace the paper recording system at Dupré Library, several electronic options including Microsoft Excel, Google Forms and the web-based application, Gimlet, were considered as replacements. After a month-long trial period, the Library purchased a subscription to Gimlet, one it maintains today. While the majority of transactions recorded occur at the library’s reference desk, Gimlet is used to record transactions in Special Collections, Government Documents, and Microforms Department as well.

“Librarians have always explored different measures to demonstrate their worth

and the value they provide” (Dean and Williams, 2013, p. 135). Electronic tracking of reference transactions allows the administration to view what types of questions asked, when, and by whom at their home institution. It is also essential to have electronic tracking of reference transactions for management, as it offers guidance with strategic planning and staffing decisions. Having usage data readily available via monthly and annual reports allows for the timely assessment of library services. However, issues in statistics tracking and imbalanced reported totals hinder the accurate assessment of services.

Institution Overview

The University of Louisiana at Lafayette is a public university located in southwestern Louisiana. The Carnegie Foundation has designated UL Lafayette as a “Research University with High Research Activity” (Fast Facts, 2018). Edith Garland Dupré Library plays an integral role in supporting research activity at UL Lafayette by providing access to “information through the teaching, acquisition, organization, and preservation of information resources” (Mission & Vision, 2018). Located on the university’s main campus, Dupré Library serves more than 19,000 students, 1,900 employees, and 750 faculty members (Fast Facts, 2018). The Library is also open for use by the public and is a selective Federal Depository library. During the Spring and Fall semesters, reference services are available seven days a week with a total of ninety-one hours, and the Summer session provides fifty-one hours of reference services Monday through Friday and eight hours on weekends. Seven degreed librarians, three library specialists and two graduate assistants help staff the Library’s reference desk.

Literature Review

Bailey et al. (2012) focus on the web-based service Gimlet to track reference interactions and explain the differences between the paid subscription, and free version, of the service. While both subscriptions are beneficial to institutions, being able to draw reports to get a full view of all interactions that occur at the reference desk is a benefit of the paid version of Gimlet. “With agreed-upon tags, the library can track issues (such as recurring technological support needs) and provide a comprehensive picture to appropriate supervisors and departments when communicating needs” (Bailey, Swails, and Tipton, 2012, 9). Gimlet is a tool that is more reliable than subjective reports from library staff or simple tally marks on a page.

Aguilar et al. (2010) promote the use of online reference statistics because “[w]e need to discover new ways to gauge the needs of our patrons and employ concrete data to make decisions” [page 290]. One of the main ways to use online reference statistics is to help with collection development. At the University of New Mexico University Libraries, the Native American Studies Subject Specialist, found that “obtaining materials that reflect the current research interests of patrons provides a more up-to-date and useful collection. However, using reference questions for collection development can be a time-consuming process,” (Aguilar, Keating, & Swanback, 2010, p. 297). Aguilar et al. (2010) point out that before tracking reference interactions online, it was impossible to have the tally marks help with collection development.

Garrison (2010) promotes using online reference tracking software to monitor employees and evaluate new and current services offered by the reference department. Those in library administration can use the online tracking to make staffing decisions

regarding the public services desk(s) and to make changes to various procedures. Having accurate online reporting provides administrators with justification to implement changes to personnel or library services.

Dean and Williams (2013) believe it is important to make the form in online reporting customizable to a librarian's home institution. To keep statistics accurate, "it is necessary to periodically remind staff how specific situations should be tracked. Use of different keywords and question types is often subject to interpretation and it is impossible to ensure that all situations are entered consistently" (Dean & Williams, 2013, p. 143).

Gimlet Overview

Available since 2009 and used by more than 650 clients worldwide, Gimlet is a web-based reference tracking tool used for "collecting service point statistics in libraries" (Breitbach, 2011, p. 36). The service features a user-friendly interface, a searchable knowledge base, social tagging options, and customizable data reports. Subscription cost for one library branch is \$20 per month plus \$10 per month for each additional branch.

Each reference transaction is entered using the data entry form [Figure 2]. Staff record the question duration, type and format, patron type, and location. While the form's primary fields are standard, a number of sub-categories can be added for more in-depth data collection and better assessment of user information needs and library services.

Figure 2: Gimlet Data Entry Screen

Qualitative data can be added to Gimlet records as well. Both the question and answer are entered into Gimlet, creating a searchable knowledge base that has many benefits to libraries. For training purposes, newly hired reference staff can review the knowledge base to familiarize themselves with the types of questions typically asked and the answers to questions they do not know. During busier times at the reference desk, a search of the knowledge base can quickly provide answers to patrons. The search feature is also helpful “for seasoned librarians because the questions prepare them to answer recurring questions” (Chan & Johns-Masten, 2014, p. 80).

Gimlet’s reporting features are the service’s most impressive aspect. Gimlet collects data from both the categories featured on the data entry form, and many that are automatically generated by the system, including the day of the week and time of day. Reports are presented in a brief overview and detailed formats. The overview displays a snapshot of data from the previous thirty days or a specified date range. Detailed reports enable staff to view cross-tabulation tables for any of the categorical variables in Gimlet (Breitbach, 2011). [Figure 3]

The screenshot shows the 'Reports' tab in the Gimlet interface. It includes navigation links for 'Overview', 'Detail', and 'Download'. Below these are filters for 'Rows' (Question type), 'Columns' (Format), 'Start' (2018-07-01), and 'End' (2018-07-31). A 'Go!' button is present. A link for 'Export Table to CSV' is also visible. The main table displays the following data:

	In Person	Phone	E-mail	Total
Reference	64 26.8%	32 13.4%	15 6.3%	111 46.4%
Campus Information	11 4.6%	4 1.7%	0 0%	15 6.3%
Gov. Docs.	2 0.8%	0 0%	0 0%	2 0.8%
Library Information	43 18.0%	19 7.9%	3 1.3%	65 27.2%
Microforms	7 2.9%	0 0%	0 0%	7 2.9%
Supplies	15 6.3%	0 0%	0 0%	15 6.3%
Technology	21 8.8%	2 0.8%	1 0.4%	24 10.0%
Total	163 68.2%	57 23.8%	19 7.9%	239 100%

Figure 3: Gimlet detailed report

Reference transaction data can help libraries in a number of ways. Data can aid in collection development, outreach efforts, and library instruction (Bowron & Weber, 2017). This data also helps libraries to innovate their services to serve the needs of their populations. Using Gimlet to track library statistics, arms libraries with powerful information at a time where they sometimes struggle to prove their value in an information-rich age.

Methodology

Gimlet data reports of transactions occurring at the Dupré Library’s reference desk and those via instant message from June 2015 to June 2018 were reviewed for accuracy. Transactions from other library service points and questions answered via email were excluded. Totals for patron type, question duration, type and format, and level of difficulty were calculated.

To accurately reconcile transactions, the authors developed a coding scheme to reduce subjectivity within the categories. The original ten Question Type subcategories

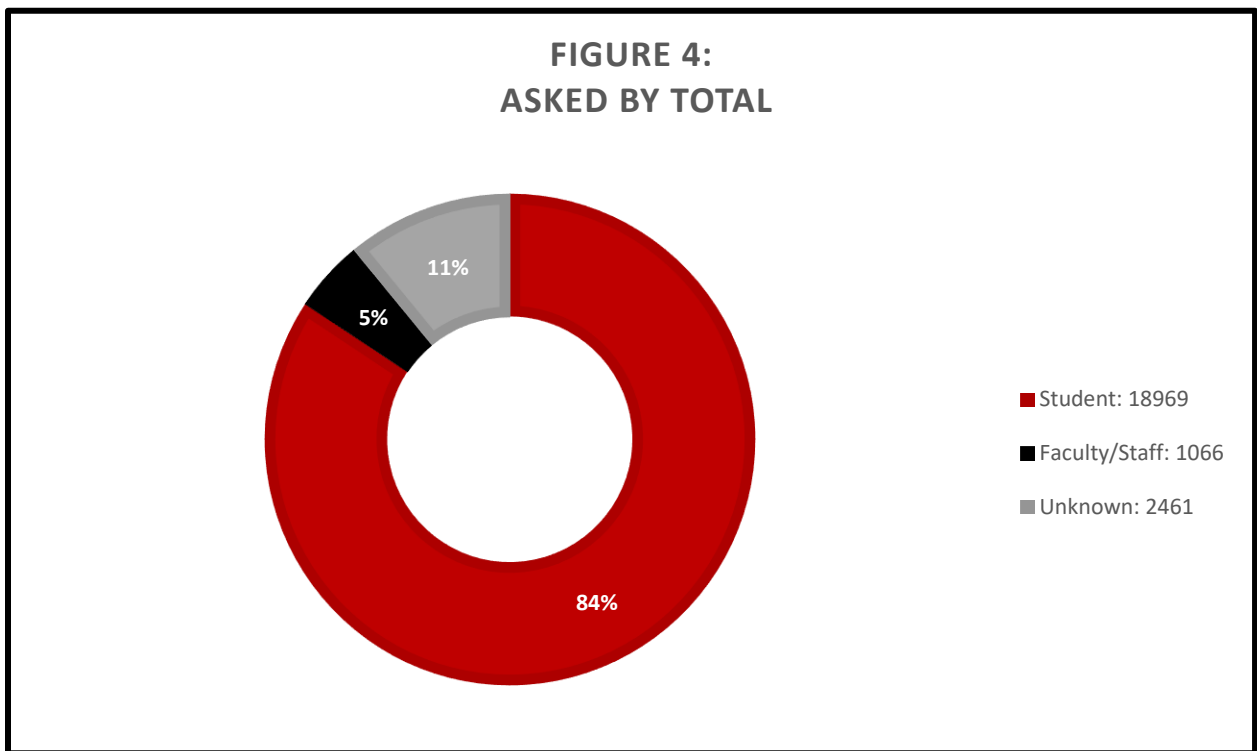
were condensed into six codes (see Appendix A). Some such as Reference, Library Information, Library Technology and Other (Supplies, etc.) remained primary code categories. While others, including Circulation, Directional, and Interlibrary Loan, were parsed between other categories depending on the nature of the transaction. Due to the high volume of combination question transactions (records that contained multiple questions), the code was assigned according to where the last question asked during the transaction fell within the coding scheme. After the project was completed the Head of Reference and Research Services implemented a rule for future entries: each individual reference transaction must have its own Gimlet record.

Analysis of Recorded Reference Transactions

From June 2015 to June 2018, 22,496 reference transactions were analyzed. Gimlet's primary data entry fields (Asked By [Patron Type], Format, Difficulty, Duration and Question Type), and their subcategories, were counted for both monthly and annual totals. Analysis showed that 2017 had the highest number of recorded reference transactions at 8,262 with more than 5,000 happening in person at the reference desk. Referenced in the sections that follow are percentages based on the annual totals for each field and subcategory analyzed. For numerical totals for all data categories, see Appendix C.

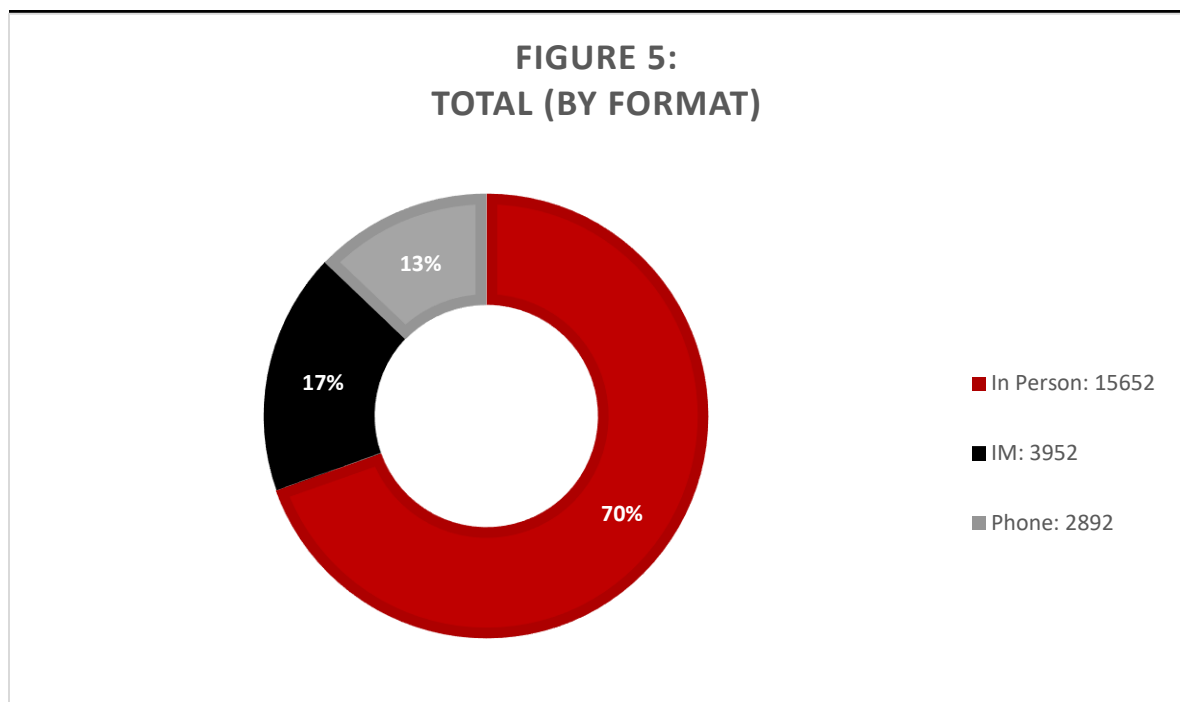
Total by patron type. Out of the patrons that interacted with the reference desk, students accounted for 84% of the total. No distinction was made between undergraduates and graduate students. Patrons believed to be Faculty/Staff accounted for 5% of transactions, and Unknown, or non-affiliated patrons, amounted to 11% of the user base. However, the authors acknowledge that these findings may be inaccurate for a

number of reasons. Patrons were marked as Faculty/Staff when they identified themselves as such or if the library employee perceived they worked at the University. Reference staff classify patrons as Unknown if they are a member of the public, from other institutions, or unaffiliated with the University in any way. Patron type is challenging to determine for transactions via telephone or instant message. In addition, the Unknown patron number may be higher than Faculty/Staff because in some instances the library employee was unsure of the patron's status and assigned them as Unknown rather than inquire.



Total by format. Dupré Library's reference department provides a number of options for patrons to obtain research assistance. Data analysis shows that 70% of reference transactions take place in person at the reference desk. Telephone and email reference assistance are also available, but as stated previously, transactions via email

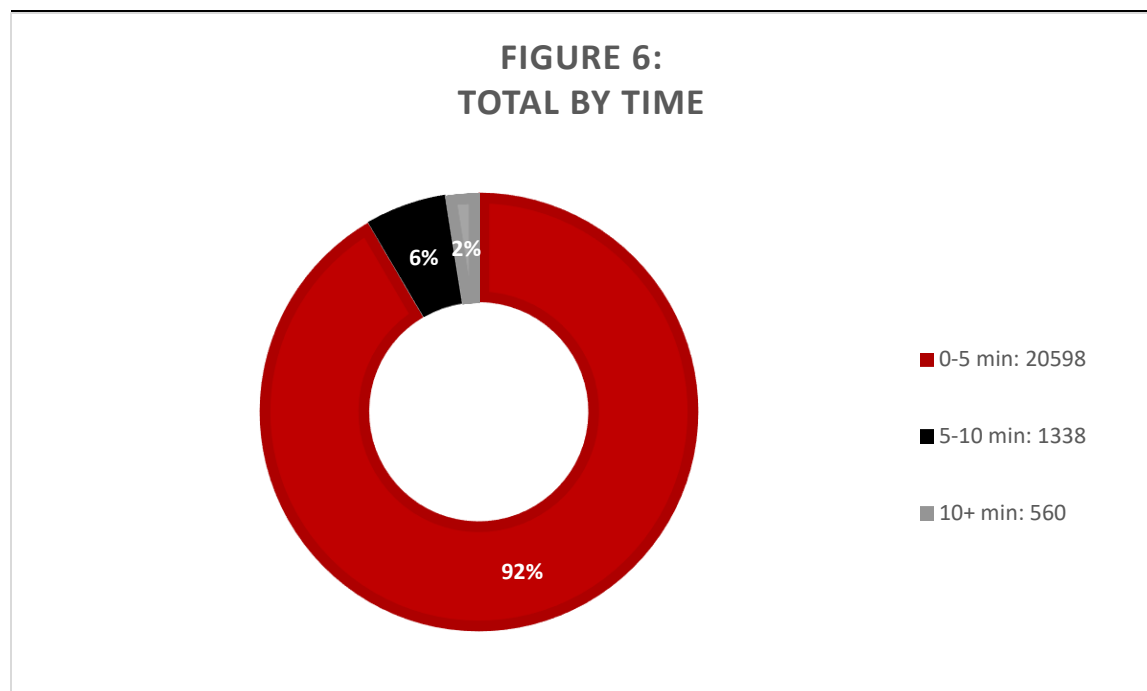
have been excluded. In addition, the Library offers instant message service through LibraryH3lp, which made up 17% of the total questions received from June 2015 to June 2018.



The original goal for this project was to reconcile the LibraryH3lp statistical totals for instant messages with those recorded in Gimlet. The Head of the Research and Reference Department and Assistant Dean of Public Services noticed LibraryH3lp reports would often not match up with Gimlet monthly reports. In an attempt to address this, instant message records from Gimlet were matched with transcripts from the LibraryH3lp chat history. This indicated that the LibraryH3lp continued chats from the same user as multiple transactions, which was a big contributor to the imbalance between totals. Unanswered, random, or test chats from Information Literacy instruction classes were not consistently recorded in Gimlet, which also factored in the discrepancies. Furthermore, staff occasionally overlooked reassigning the format field to transactions during busy

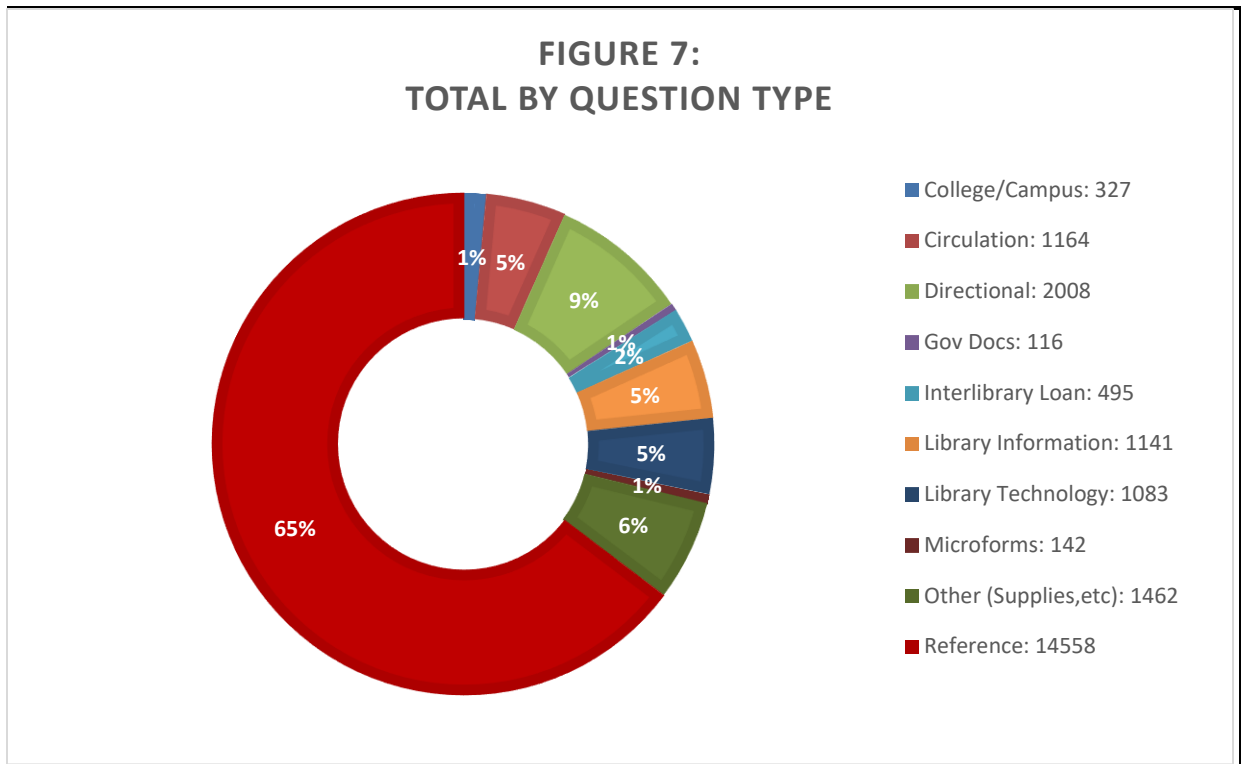
desk shifts. Due to these findings, staff no longer record instant message transactions in Gimlet, and statistics reported regarding instant messages come from LibraryH3lp exclusively. Without undertaking a coding project specifically for LibraryH3lp, instant message data will no longer be analyzed descriptively and in the future will be limited in reporting.

Total by time. Reports show that 92% of transactions required reference staff to spend five minutes or less in answering questions. The statistics that represent the amount of time spent on a reference interaction are likely imprecise for two reasons. Primarily, during in-person or email transactions, staff do not keep track of time with a timer, or stopwatch, to determine how long the process takes. The only instance reference transactions are timed is while using LibraryH3lp. The system measures the duration of each session and logs the information in the chat history. Many reference questions received may fall into the five to ten-minute category but were not recorded as such. The secondary reason for the distorted total is that the Gimlet data entry form does not reset after each entered transaction so selected fields from previous records may be mistakenly replicated.



Total by question type. When first implemented, the Question Type field in Gimlet intended to reflect the category of a question; however, these past totals are skewed by the inherent subjectivity from the reference staff working without a clear descriptive coding scheme. The data entry form originally featured ten question type options. With the reduction of question types to six categories during the code development, totals by Question Type and by code are vastly different in some instances.

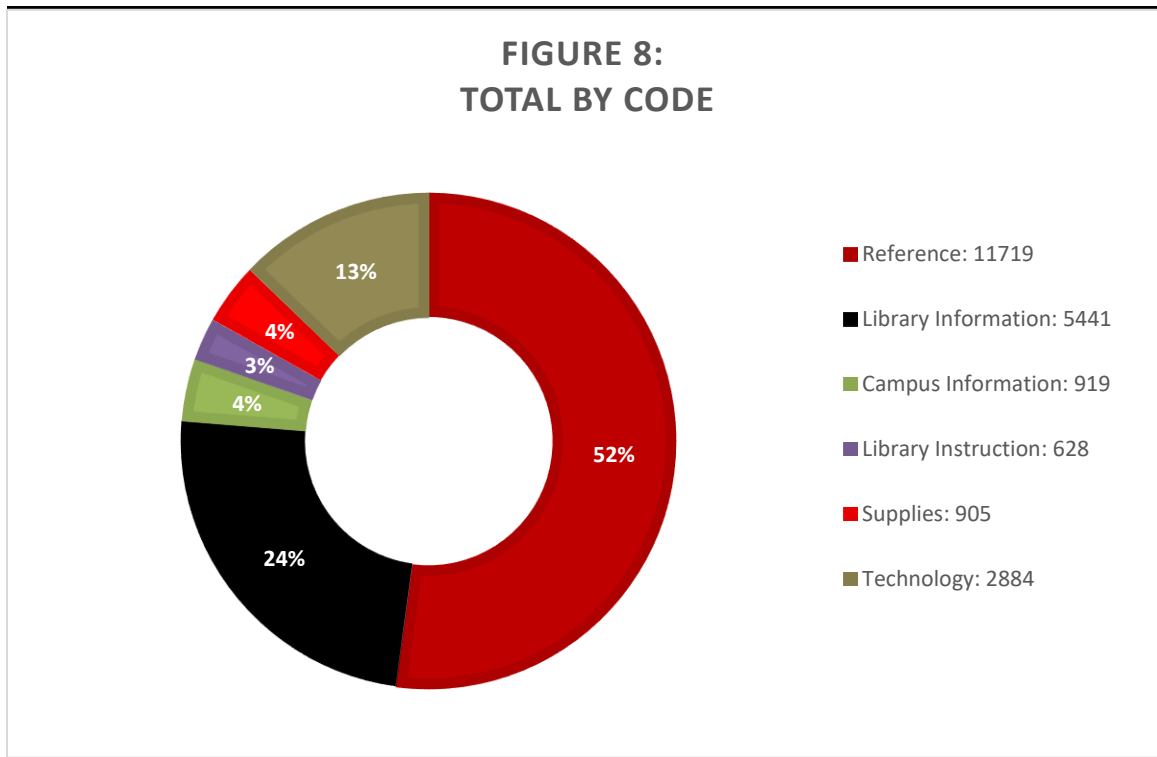
From June 2015 to June 2018, Question Type totals indicate that staff categorized 65% of questions as Reference. Directional inquiries made up 9% of transactions, with Circulation, Library Information, and Library Technology at 5% each. The Library Information subcategory was added to the data entry form in June 2016, which may account for the low percentage total.



Although fairly consistent, there are many reasons for the percentage variations among question type categories. Significant turnover in the reference department over time and differing levels of expertise among staff possibly resulted in the inaccurate categorization of transactions. Uncertainty may have also played a role in why the Reference category monopolized the Question Type total; arguably, all questions asked at the Reference desk could be perceived as reference in some capacity.

Total by coding scheme. The total by code reflects the true percentage of reference transactions by category. After applying the newly developed coding scheme, some Question Types saw changes to their overall totals. The number of transactions coded as Reference decreased to 52% when compared to the originally recorded totals from June 2015 to June 2018. However, the Library Information code increased to 24% and Technology to 13%. The new Library Instruction code accounted for 3% of all

recorded transactions. These totals demonstrate that prior to the implementation of the coding scheme Reference was applied too broadly. On the other hand, the Campus Information and Library Information categories were too exclusive.

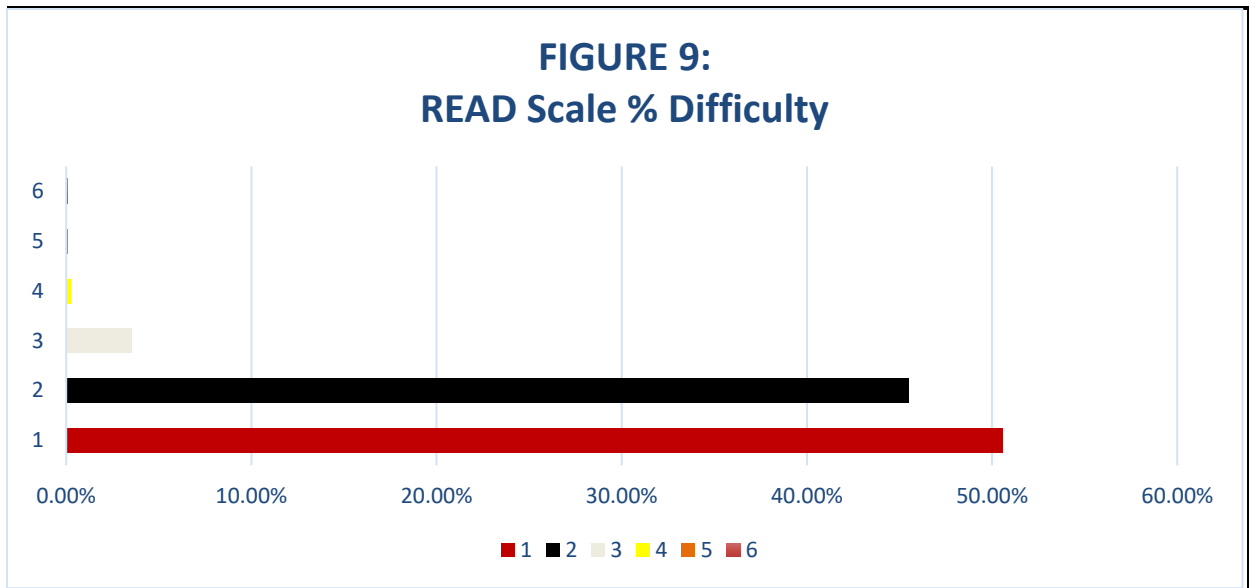


Notably, there are departments housed in Dupré Library not affiliated with the University Libraries. This includes the Center for Louisiana Studies, UL Press, Athletic Success Center, Network Services, and formerly the Office of Distance Learning. During the coding process, it had to be determined if these departments would be considered Library Information or Campus Information. Before the coding project, the consensus had not been made which accounts for some of the difference in Question Type and Code totals. It was determined that these departments, would be coded as Library Information being that they were housed within the library. Any information requested about events, policies, departments, etc. in regards to the University that was not related to the library was coded as Campus Information.

Total by difficulty. Reference staff when scoring difficulty of reference transactions in Gimlet implemented the READ Scale (Reference Effort Assessment Data). Developed by Bella Gerlich in 2003, the READ Scale is a six-point scale that measures the amount of effort, skills, and resources used by the librarian during a reference transaction (Gerlich and Berard, 2010). Reference transactions have been assigned READ Scale scores at Dupré Library since June 2016. The scale categorizes reference questions by level of complexity, with the simplest questions being assigned a score of one and the more complex a score of six.

Of the 22,496 transactions analyzed for this paper, 16,902 were assigned READ Scale scores. An overwhelming 96% of transactions received ratings of one or two. Level one, which includes primarily directional inquiries, such as “Where do I print?” or “What are the library hours?” comprised 51% of transactions. Level two questions can still be answered quickly but require more effort and the use of library resources. Transactions assigned this rating include online catalog and database searches for specific books or journal articles, explanation of library policies, and assistance with basic computer literacy skills.

Before this coding project, when categorizing reference transactions reference staff relied on an elaborated version of the READ scale (see Appendix B). However, this scale served as a limited guide because not all ratings featured transaction examples, and staff assigned ratings based on their perception of the interaction. For example, difficulty ratings one through three include transaction examples, whereas ratings four through six are open-ended, so one staff member who handles a two-hour transaction may rate it as a six difficulty yet another handling a similar situation may find it rates only a four.



Gimlet Trends

UL Lafayette’s academic year consists of fall, spring, and summer semesters with intercessions in between. Enrollment peaks in the fall and then gradually decreases for the remainder of the academic year. The University offers classes during intercessions, but enrollment is minimal. Dupré Library is open year round, and the time of year has a direct effect on reference services.

Data analysis indicates that reference transactions decline between semesters with an average of 250 transactions per month compared to 854 transactions monthly during semesters. However, a review of the qualitative data showed that questions received in between semesters can be more complex in nature and tend to have a higher READ scale rating, and are asked by unaffiliated patrons. Many times questions asked involve various facets of resources in the library. For example, what could begin as a Special Collections inquiry can turn into a Government Documents online resources search and then move to the Microforms Department. In these situations, only five questions were asked during the day, but it likely took multiple librarians an hour or more to complete the reference

transaction. Another possible reason for the increase in unaffiliated patron transactions during intersession periods could be reduced traffic on and around campus, making parking and navigating campus easier.

During semesters, transactions from patrons affiliated with the University are more the norm and most take five minutes or less to complete. For more time-consuming questions, staff will often acquire patron contact information to email the requested information or for follow-up later. These transactions may receive a higher difficulty rating because of a staff member's perception of the interaction.

Conclusion & Further Study

Upon the completion of the coding project, Gimlet's data entry form was updated to reflect the new coding scheme. Due to continued reporting discrepancies, the instant message format option was removed from the interface and will no longer be tracked in Gimlet. In addition, the question duration field was expanded to include more options. These enhancements will help improve future descriptive analysis, and it will allow for more accurate reporting for Reference and other departments, like Special Collections.

The descriptive coding scheme developed for this project has helped to accurately assess reference services and to ensure consistency across the reference department when categorizing future reference transactions. One issue to recognize is that a notable subset of transactions will be left out of further descriptive analysis due to the instant message format. The way in which LibraryH3lp records its chat history makes cross-referencing Gimlet instant message records for accuracy an arduous task.

Another drawback to the coding project was the sheer amount of combination question records. These combination questions tilted the totals considering that only the

last part of a reference transaction was coded. In the future, this can best be corrected by individually recording each question throughout a reference transaction so that all totals reflect reality and will not undercut descriptive analysis.

In future studies, the authors suggest adding layers of multivariate analysis. Specifically, it may be interesting to examine how library personnel of varying expertise rate reference transaction difficulty versus its duration in an attempt to gauge current training, coding guides, staffing needs, or personnel's job satisfaction. Further, difficulty ratings could be better investigated and may be warranted the creation of its own coding scheme in order to paint a more accurate picture of the professional skills needed to best serve at the reference desk.

Another angle the authors may eventually explore is a separate coding project for LibraryH3lp, which would be beneficial for Dupré Library. By analyzing the descriptive data about instant message reference transactions, it will help assess online services and help with other departments implementing this service. Lastly, future analysis should reassess the efficiency of the descriptive coding scheme that was developed for this project and should examine the recording practices of the current time.

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Appendix A: Gimlet Data Code Categories

Reference

I need/Do you have this article, book, etc.
Call numbers/stack locations,ISBN/ISSN lookup
Theses/Dissertations look up
Reserve Desk (old tests, notes, UL budget)
Textbooks
Address/phone numbers for outside businesses/people; zip codes
Scavenger hunts/library assignments
Questions about materials in Special Collections/Gaines Center
Microforms/fiche help
Gov Docs (including microfiche)
How to open/view/download ebook
How to access: database, website, ebooks
How to use citation managers
Graduate Student Book Verification form
Google Scholar/access articles on GS
Citation help
Login information for databases

Library Information

library policies and procedures
study spaces (study rooms, and carrels--all study carrel questions)
Lost and found--all items
Looking for library departments/personnel/room numbers (includes Center for LA Studies, IMN)
Library phone numbers/email addresses
Circulation functions (check out, holds, renewals, returns, fines, etc.)
Hours (library, STEP lab, Special Collections, Gaines Center)
Restrooms
Library employment/library grad assistantships
Looking for departmental librarian
ILL questions: materials pick up and drop off, how long it takes to get materials
Donations to the library/library book sale
Vendors with questions about invoices ONLY
Year library was built
Instructional Materials Center questions
Events/meetings in Staff Lounge
Policy related questions for Special Collections/Gaines Center
Athletics/Fraternity sign in sheets
Genealogy research
Login information for library functions (My Library Account)
Looking for professors in the library (students meeting with them)

Campus Information

Academic calendar information
Campus office locations
Campus map
Building abbreviations
Course descriptions/catalogs
Advisor, add/drop classes
Register for classes
ATM
Work study, student work, student employment (including those referencing within the library)
Orientation
Parking
ULPD
All tutoring questions (including writing center satellite in library, and mentoring matters)
Vending machines
Bookstore questions
Cost to print
Test proctoring

Library Instruction

Instruction requests
Library tours
Reserve space for instruction (Bib Lab or ROC)
Where is my class?
Class in staff lounge

Supplies**

No need to record the specific supply requested. Either select Supplies from the drop down list, or use the tag supplies.

Technology

Printing / Papercut
copiers/scanners
Fax machine/fax services
Guest logins
Software support
Sync password
Access issues: **Trouble** accessing/logging in to databases from off campus, access ebook, download ebooks, download/print/save articles-
Wifi
ULINK/Moodle help
Add money to cajun card/papercut
Phone chargers/laptop chargers
Tag=full text finder (or some variation)

Where do I find my ULID/CLID? What is my ULID/CLID?
Where are the printers?/Where do printouts go?

Appendix B: READ Scale (Reference Effort Assessment Data) Categories and Examples at Dupré Library

Category 1: Answers require the least amount of effort to answer and no specialized knowledge or expertise. Most of the time questions can be answered by pointing or with few words and in less than 5 minutes.

Examples:

- Directional questions
 - Where are the restrooms? Bib Lab? Jazzman's Café? etc.
- Library hours
- Library service point locations
 - Where is Circulation? Louisiana Room? Gaines Center? Etc.
- Basic machine assistance (Locations)
 - Where are the photocopiers? Scanners?
 - Where are the printers?

Category 2: Answers given require more effort than category one. Require minimal knowledge and skills and may require nominal resource consultation.

Examples:

- Basic EDS/online catalog searching
 - Do you have this book or journal?
 - What is the call number for...?
 - Do you have this article available full text?
- Where is the History section of the library?
- How do I add money to my Cajun Card or PaperCut?
- Log in guests to ROC computers
- Library policy information
 - Circulation
 - Borrowing limits
 - Loan periods
 - Fine information
 - Interlibrary Loan
 - Policies
 - Create ILLiad account
 - Materials pickup/drop off (assistance provided by librarian working the desk)
 - Alumni Association Membership library privileges
- Computer literacy skills
 - How to save images & articles? Scan images? Email PDFs?
 - MS Office suite questions

- Moodle / ULINK assistance
- Sync password
- Campus locations/services
 - Where is the Office of Student Financial Aid?
 - What services are offered at the Student Health Center?
- Library calendars/events (Bib Lab, ROC Reservations, Dupré Library Events)
- Directing faculty to departmental librarian for class instruction or heads of departments (Cataloging, Collection Development, E-Resources) for questions regarding materials & other resources

Category 3: Require some time and effort to answer. Reference knowledge and skills and minimal instruction to the user may be required.

Examples:

- Basic instruction of searching EDS, online catalog, electronic databases
- Basic citation assistance (look up examples in citation manuals, etc.)
- Off-campus log in assistance or troubleshooting
- Creating database accounts in EBSCO, ProQuest, Web of Science, etc.
- Assistance in Microforms, Government Documents
- Refer patrons to departmental librarian for additional research assistance (after initial assistance at the reference desk)

*If the transaction takes longer than 10 minutes, you may want to consider Category 4.

Category 4: May require consultation of multiple resources. Subject specialists may need to be consulted. Exchanges can be more instruction based as librarian teaches users more in-depth research skills.

Category 5: More substantial effort and time spent assisting with research and finding information. Consultation appointments with individuals may be scheduled. Dialogue between the user and library may take a on a back and forth question dimension.

Category 6: Requires the most time and effort. Staff provides in-depth research and services. Primary and secondary resources may be used.

Created using “Welcome to The READ Scale Research Web Site.” Available at: <http://readscale.org/index.html>.

Appendix C: Gimlet Data Tables, June 2015 to June 2018

Gimlet Data Totals June 2015 – June 2018				
	2015	2016	2017	2018
Number of Transactions	3,588	7,097	8,262	3,549
Patron Type				
<i>Student</i>	3,059	6,000	7,044	2,866
<i>Faculty/Staff</i>	140	311	390	225
<i>Unknown</i>	389	786	828	458
Format				
<i>In Person</i>	2,925	5,215	5,368	2,144
<i>Instant Message</i>	428	1,009	1,677	838
<i>Phone</i>	235	873	1,217	567
Difficulty*				
1	--	2,472	3,649	2,427
2	--	2,291	4,379	1,019
3	--	310	201	83
4	--	14	13	11
5	--	4	12	1
6	--	0	8	8
Time				
<i>0-5 min</i>	3,301	6,560	7,495	3,242
<i>5-10 min</i>	213	407	515	203
<i>10+ min</i>	74	130	252	104

*Difficulty ratings not assigned until June 2016.

Gimlet Totals by Question Type June 2015 – June 2018				
Question Type	2015	2016	2017	2018
<i>College/Campus</i>	47	114	109	57
<i>Circulation</i>	89	360	504	211
<i>Directional</i>	376	792	610	230
<i>Government Documents</i>	21	37	44	14
<i>Interlibrary Loan</i>	74	137	184	100
<i>Library Information*</i>	--	442	536	163
<i>Library Technology</i>	232	425	282	144
<i>Microforms</i>	30	43	36	33
<i>Other (Supplies, etc.)</i>	325	528	449	160
<i>Reference</i>	2,394	4,219	5,508	2,437

*Not recorded prior to June 2016.

Gimlet Totals by Coding Scheme June 2015 – June 2018				
Code Label	2015	2016	2017	2018
<i>Campus Information</i>	128	348	325	118
<i>Library Information</i>	665	1,735	2,137	904
<i>Library Instruction</i>	52	96	102	378
<i>Reference</i>	2,087	3,573	4,477	1,582
<i>Supplies</i>	123	287	362	133
<i>Technology</i>	533	1,058	859	434