

## Demand for Non-English Materials Study (Academic/School District Libraries)

### Executive Summary

#### Objectives

OCLC conducted a web-based survey to measure the demand for non-English materials in small to medium sized academic libraries, community college libraries, and school libraries.

For those libraries with demand for non-English materials, understanding how libraries select, acquire and provide access to non-English materials was evaluated.

#### Methodology

An invitation to participate in the web-based survey was sent to the Collection Development Librarian at 2,400 OCLC and non OCLC member libraries:

- 1,000 small to medium academic libraries (650 OCLC and 350 non OCLC)
  - Small academic: Less than 3,000 student enrollment
  - Medium academic: 3,000 to 10,000 student enrollment
- 700 community college libraries (350 OCLC and 350 non OCLC)
- 700 school district libraries (350 OCLC and 350 non OCLC)

The survey was in the field from November 21 to December 21, 2007 and resulted in 410 completes; a responses rate of 17%.

#### Library Type

More than three-quarters of the respondents (79%) are from **academic** (53%) or **community college** libraries (26%).

- More than half of the academic libraries are *small* (56%) and 44% are *medium*.

Eighteen percent (18%) are either from **school** (14%) or **school district** libraries (4%). The 3% who mentioned **other** listed their library as a **medical library**.

#### Demand for Non-English Materials

Nearly half of the respondents (48%) indicate there *is a demand* for non-English materials at their library, 36% said there is *no demand* and 16% are *not sure*.

*Curriculum support* is the most frequently mentioned **type** on non-English materials in demand and *books (print)* is overwhelmingly the **format** in demand. Most respondents report *Spanish* is the **language** in demand for non-English materials and also report it as the largest in growth. *French, German, Italian, Chinese and Japanese* are among the other languages in demand.

#### Monitoring Demands for Non-English Materials

*Requests from faculty and patrons* are the most frequently mentioned ways respondents say they **monitor the demands** for non-English materials at their library.

#### Selecting Non-English Materials

More than two-thirds of respondents (69%) *do not have a language specialist in-house*. *Assistance from faculty/community/patrons* is typically how respondents say they select non-English materials and are **satisfied** with these methods.

#### Meeting the Demands for Non-English Materials

Nearly two-thirds or more of respondents **purchase** non-English materials *directly through book jobbers* (72%) or *publishers* (64%). More than two-fifths of respondents report their non-English materials are *donated* (44%) or are *requested through interlibrary loan* (43%).

Non-English materials are primarily *cataloged in-house*. The vast majority of respondents (96%) report the **funding** for non-English materials comes from their *own library's budget*.

**No Demand for Non-English Materials**

Over half of respondents (54%) determined there is **no demand** for non-English materials based on *demographics of the community*. Over half also mentioned other determinants which include *no demands* and *based on the curriculum/course offerings* at their institution are in English only.

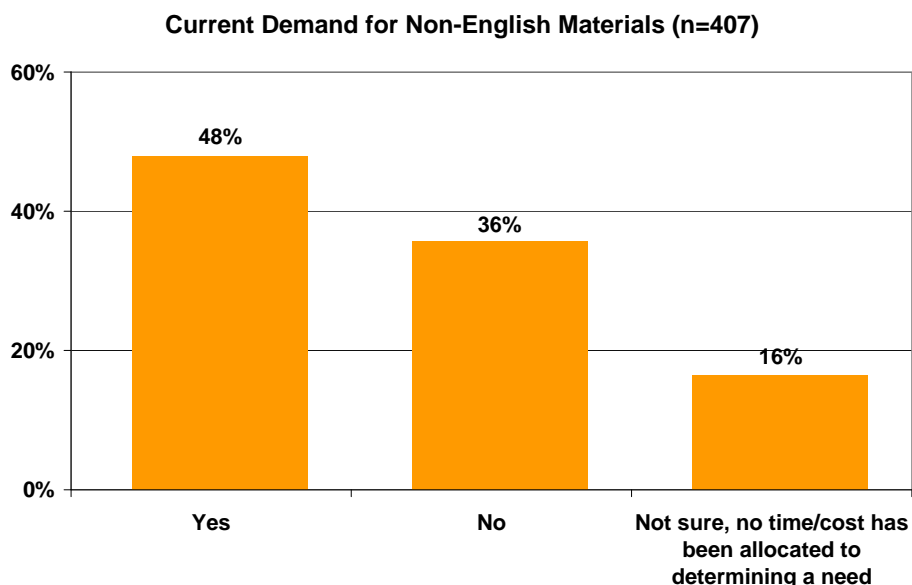
Respondents who are **not sure if there is a demand** for non-English materials were asked how important it would be to build a non-English collection upon discovering a demand. The majority of respondents (86%) feel it would be ***at least somewhat important***.

## Demand for Non-English Materials Study

### Demand for Non-English Materials

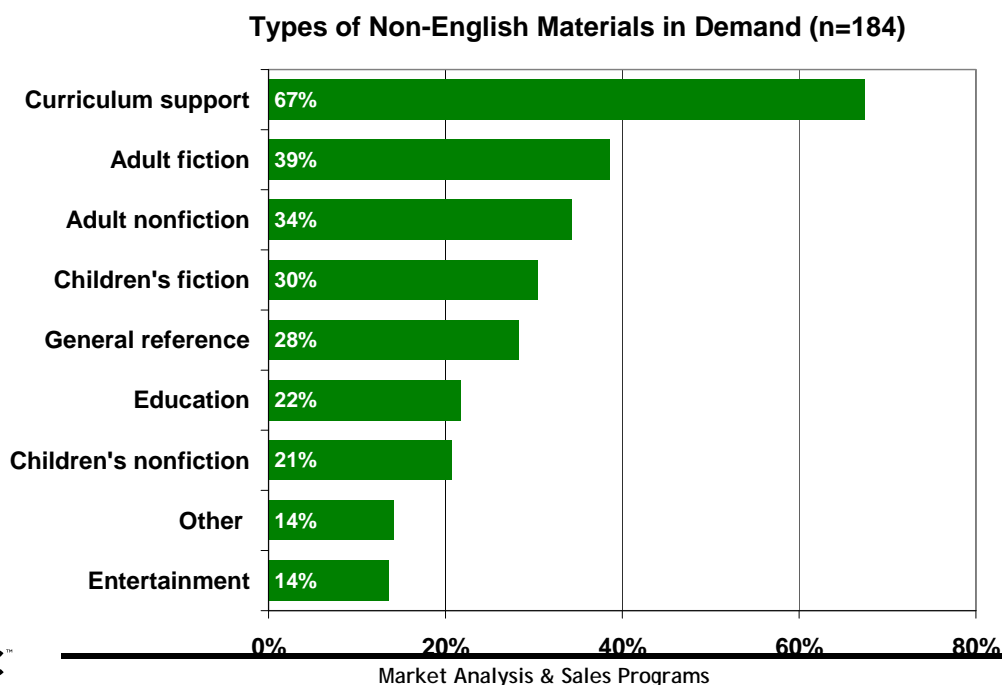
#### Current Demand

Nearly half of the total respondents (48%) say they currently *have demand* for non-English materials, just over a third of respondents (36%) *do not* and 16% are *not sure*.



#### Types of Non-English Materials in Demand

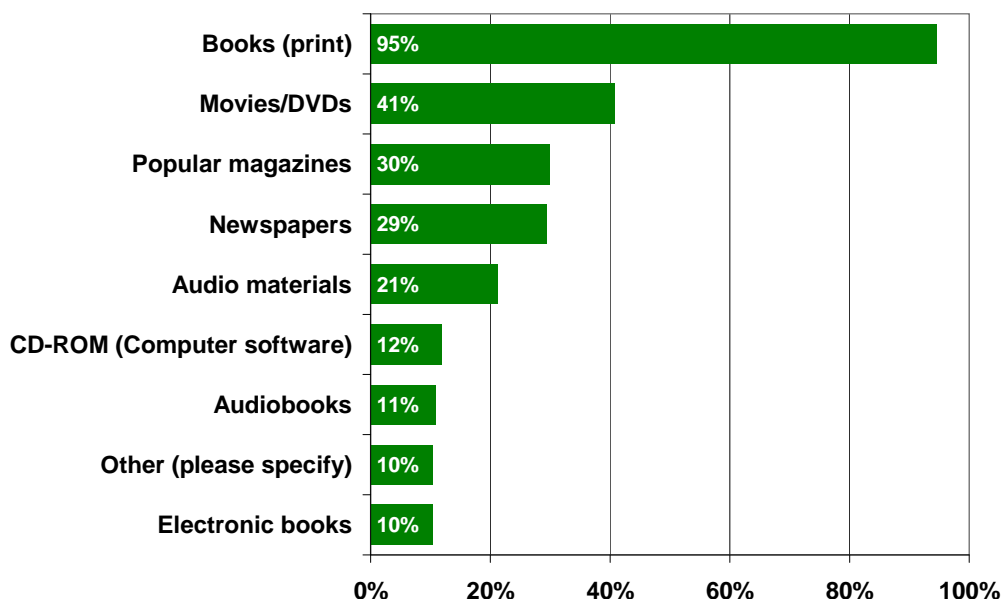
The most frequently mentioned **type of non-English material** in demand is *curriculum support* (67%). More than a quarter of respondents report *general reference* (28%), *children's fiction* (30%), *adult nonfiction* (34%) and *adult fiction* (39%) as types of non-English materials in demand at their libraries. One-fifth or more of respondents report *children's nonfiction* (21%) and *education* (22%) and 14% report *entertainment*. Fourteen percent (14%) mentioned *other* types, which include *law, test preparation/research, dictionaries, audio/visual* and *theological* materials.



### Formats of Non-English Materials in Demand

The vast majority of respondents (95%) report *books (print)* as a **format of non-English material** in demand. *Movies/DVDs* came in at a distant second, with 41% reporting this as a format in demand. Nearly a third of respondents say *newspapers* (29%) and *popular magazines* (30%) are formats in demand. *Audio materials* were mentioned by one-fifth of respondents (21%), while approximately one-tenth of respondents report *CD-ROM (Computer software)* (12%), *audiobooks* (11%), and *electronic books* (10%). Other mentions included *e-resources*, including *databases*, *journals* and *dictionaries*.

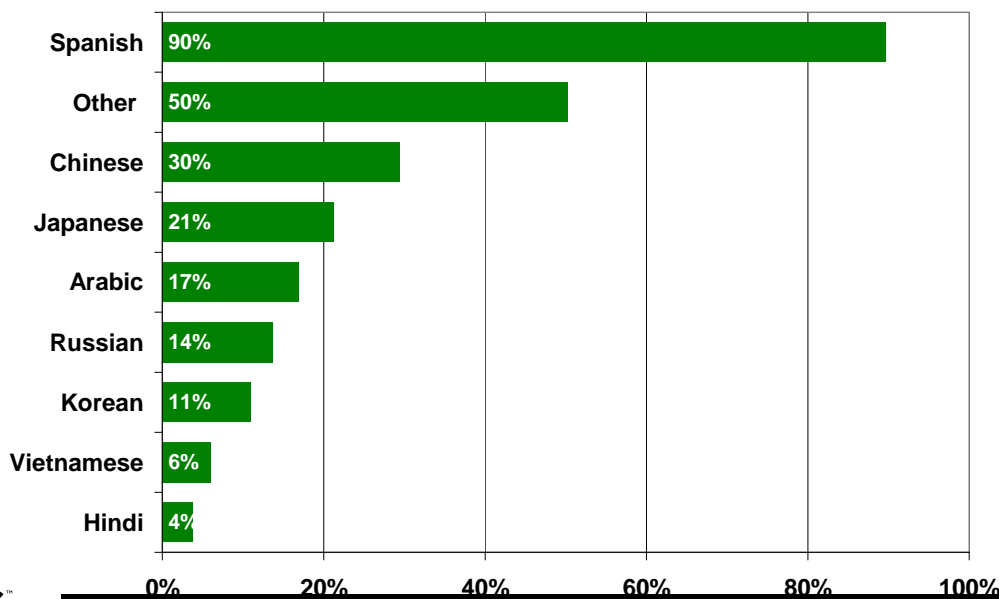
Formats of Non-English Materials in Demand (n=184)



### Languages of Non-English Materials in Demand

*Spanish* is the most popular **language in demand** for non-English materials. Half of the respondents mentioned *other* languages, which primarily consisted of *German*, *French* and *Italian* (see table below). Nearly one-fifth or more of respondents report *Arabic* (17%), *Japanese* (21%) and *Chinese* (30%) as languages in demand for non-English materials.

Languages of Non-English Materials in Demand (n=183)

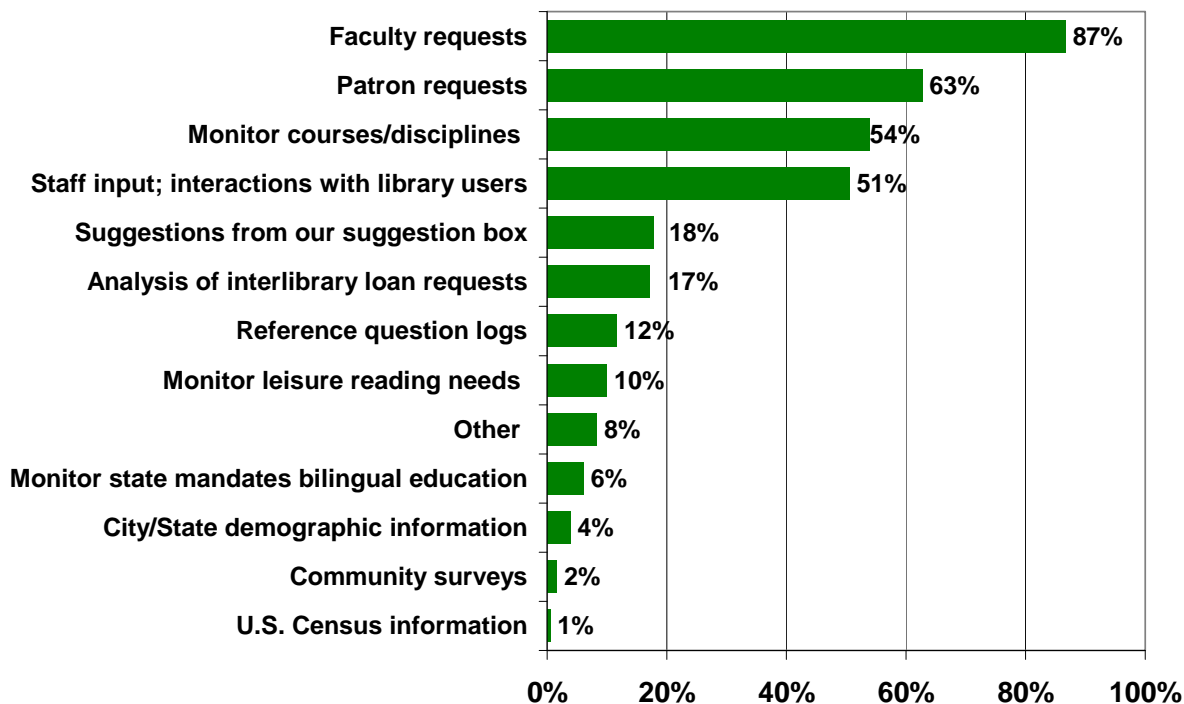


Other Languages in Demand for non-English Materials	% of Other Responses
German	48%
Italian	17%
French	14%
Hebrew	6%
Greek	4%
Hmong	3%
Latin	3%
Tagalong	3%
Portuguese	2%
Japanese	1%
Polish	1%

### Monitoring Demands for Non-English Materials

The majority of respondents (87%) rely on *faculty requests* as a way to **monitor the demand for non-English materials**. More than half of respondents monitor the demand via *patron requests* (63%), *courses/disciplines offered* (54%) and through *staff input (public service interactions with library users)* (51%). Just about one-fifth of respondents use input from their *suggestion box* (18%) and through *analysis of interlibrary loan requests* (17%).

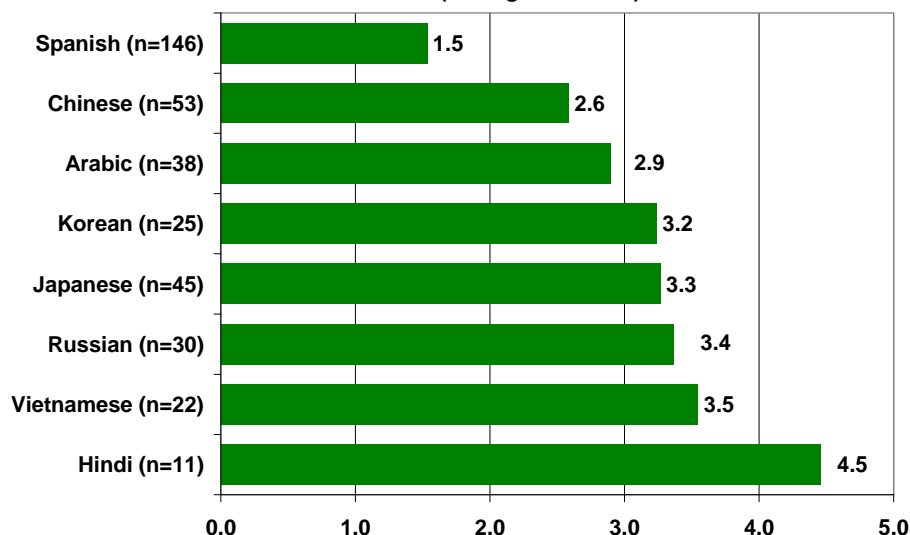
### Monitoring the Demand of Non-English Materials (n=180)



### Growth in Demand

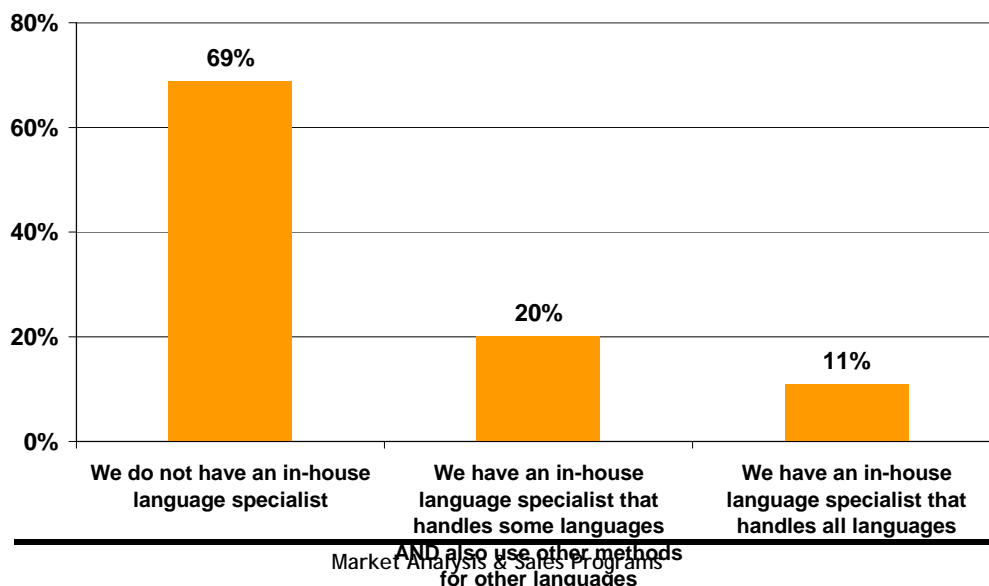
Respondents were presented with a list of eight languages and asked to rank order up to five that show the **largest growth in demand for non-English materials** currently not available in their collection, with "1" being the largest growth. The *Spanish* language shows the largest growth in demand with an average rating of 1.5 among those who responded it was applicable (86% of those responding to the question). The *Chinese* language shows the second highest growth, with an average rating of 2.6 among the 31% of respondents who said it was applicable and *Arabic* came in third, at 2.9, among 22% of respondents. *Korean*, *Japanese*, *Russian* and *Vietnamese* ranked similarly and *Hindi* ranked the lowest, at 4.5, among 6% of respondents who said it was applicable. Respondents were also provided an opportunity to list *other* languages and how they would rank them on a scale of 1 to 5. *French* and *German* were the most mentioned other languages, with average rankings of 2.3 and 3.1, respectively.

Largest Growth in Demand for Materials Not in Collection (n=170)  
(1=Largest Growth)



More than two-thirds of respondents (69%) report they *do not have an in-house language specialist*, 11% have an *in-house language specialist that handles all languages*, and 20% have an *in-house language specialist that handles some languages but also use other methods of selecting non-English materials*.

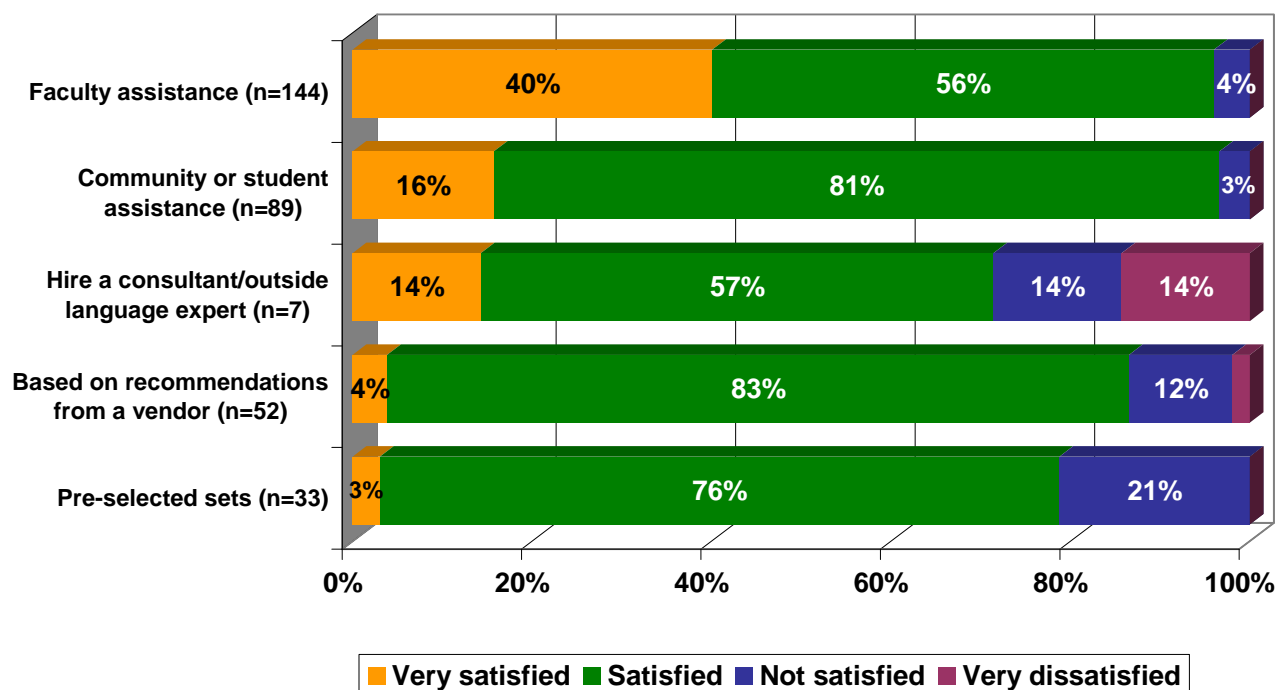
How Non-English Materials are Selected (n=183)



### Satisfaction with Methods of Selecting Non-English Materials

Respondents were most satisfied with *faculty assistance* and *community/student assistance* when it comes to selecting non-English materials when a language specialist is not available, with 96% and 97% of respondents reporting they were **satisfied** (**very satisfied** or **satisfied**), respectively. Few respondents *hire a consultant/outside language expert* but for those who have, 71% were **satisfied**, 28% were **not satisfied** (**not satisfied** or **not at all satisfied**). More than three-fourths of respondents who have used *recommendations from a vendor* or *pre-selected sets* were **satisfied**, at 87% and 79%, respectively.

### Satisfaction with Methods of Selecting Non-English Materials



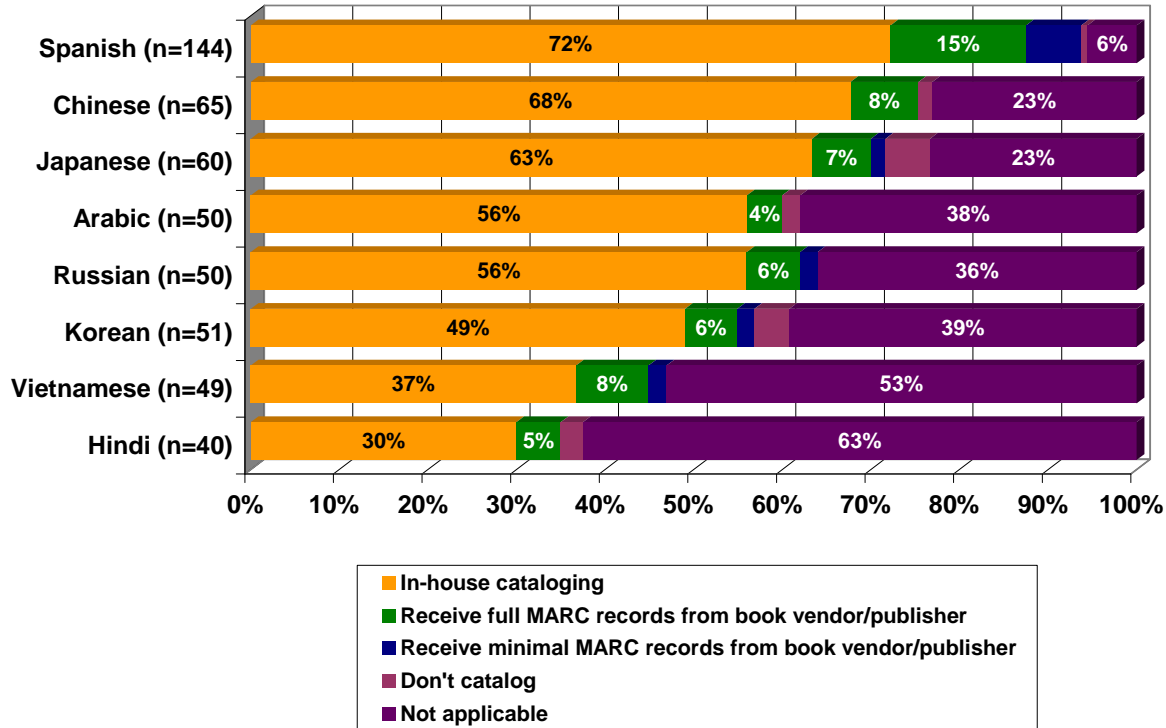
### Reasons for Satisfaction

Respondents were asked to explain if they indicated they were dissatisfied with any method of selecting non-English materials. Respondents **dissatisfied** with **pre-selected sets** feel they are *expensive*, *not up-to-date*, or *do not adequately meet their needs*. *Lack of motivation or feedback* explains the dissatisfaction with **faculty and/or community assistance**.

### Cataloging of Non-English Materials

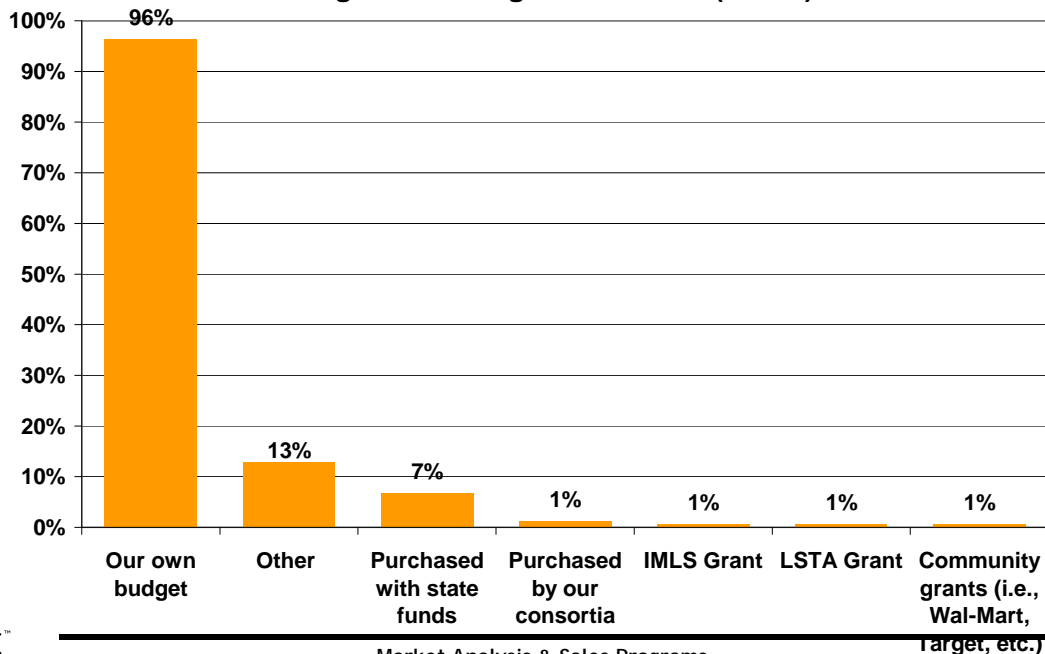
Most non-English materials are *cataloged in-house*. Nearly three-fourths of respondents (72%) catalog their Spanish materials in-house, while 15% receive full MARC records from the book vendor/publisher.

How Non-English Materials are Cataloged



The vast majority of respondents (96%) **fund their non-English** materials through their *own library's budget*. Other mentions included miscellaneous *grants* (federal and private), *funds* (title, SIP, and endowment), and their *library's own foundation*.

Funding for Non-English Materials (n=164)

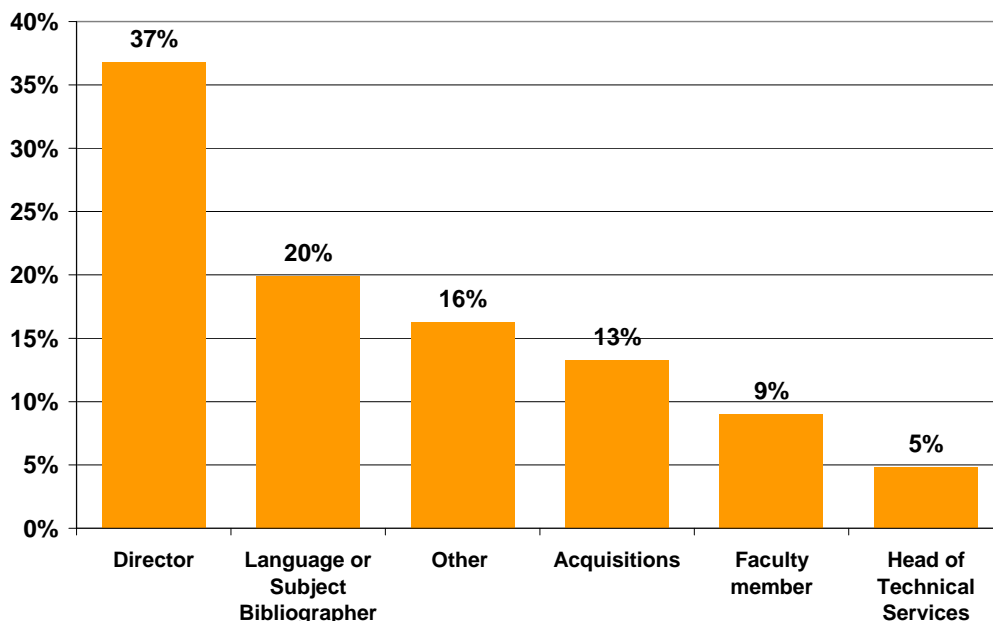




### Decision Maker for Purchasing Non-English Materials

More than a third of respondents (37%) report the library's *director* is the **final decision maker** in the purchase of non-English materials. One-fifth of respondents (20%) say their *language/subject bibliographer* makes the final decision on the purchase of non-English materials. Among the 16% who selected *other*, most mentioned *librarians* and *collection development staff*.

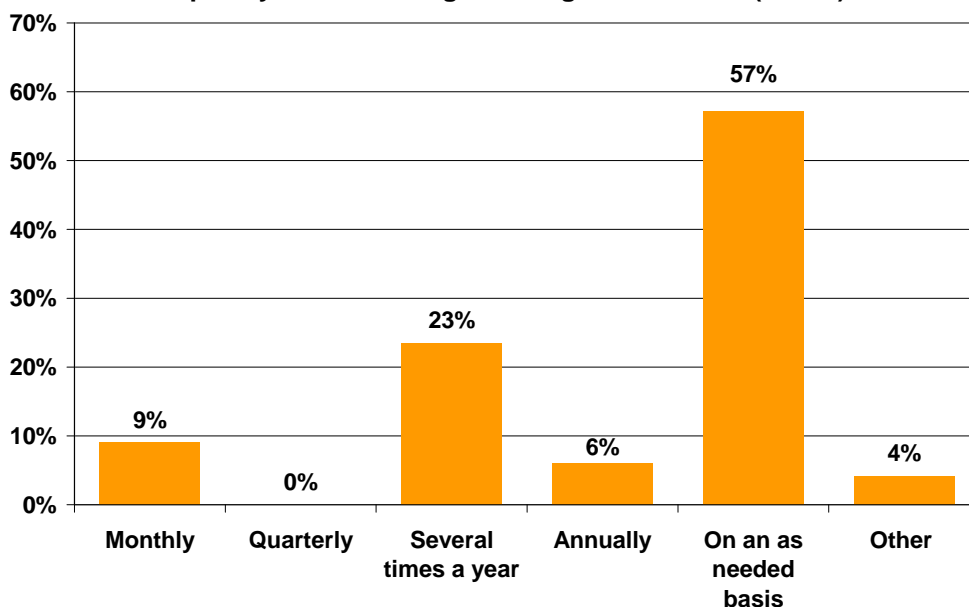
Decision Maker for Purchasing Non-English Materials (n=166)



### Frequency of Purchasing Non-English Materials

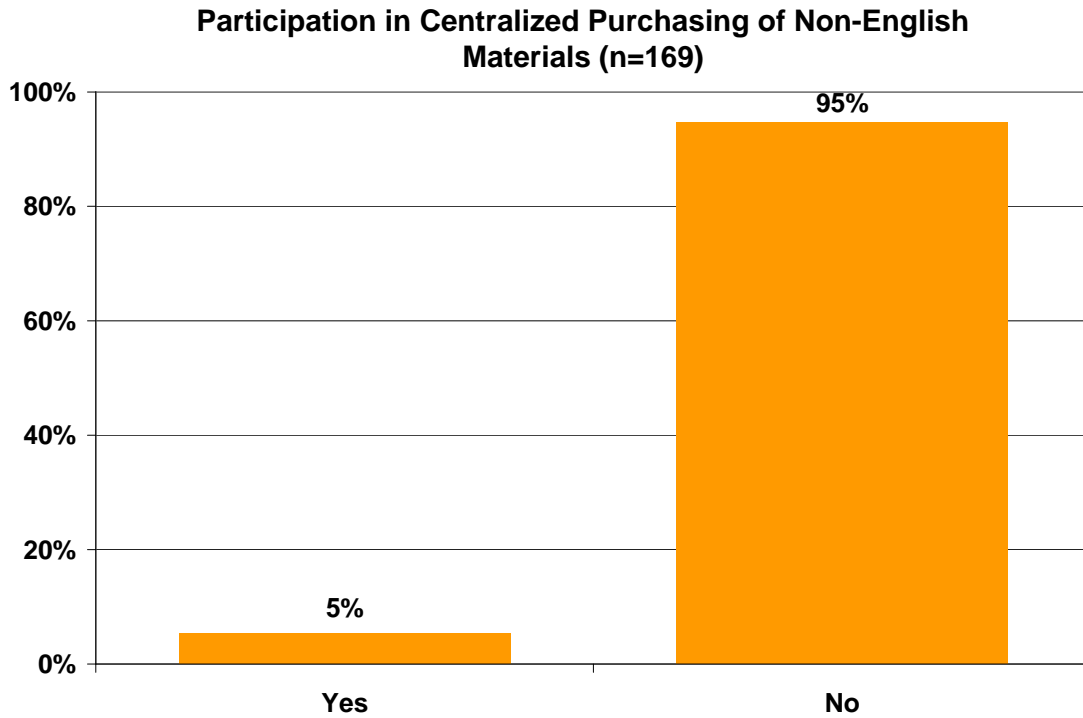
More than half of the respondents (57%) report purchasing their non-English materials on an **as needed basis**. Nearly one-tenth of respondents (9%) purchase non-English materials **monthly**, 23% purchase **several times a year** and 6% purchase **annually**.

Frequency of Purchasing Non-English Materials (n=166)



### Centralized Purchasing

The vast majority of respondents (95%) do not participate in **centralized purchasing** for their non-English materials.

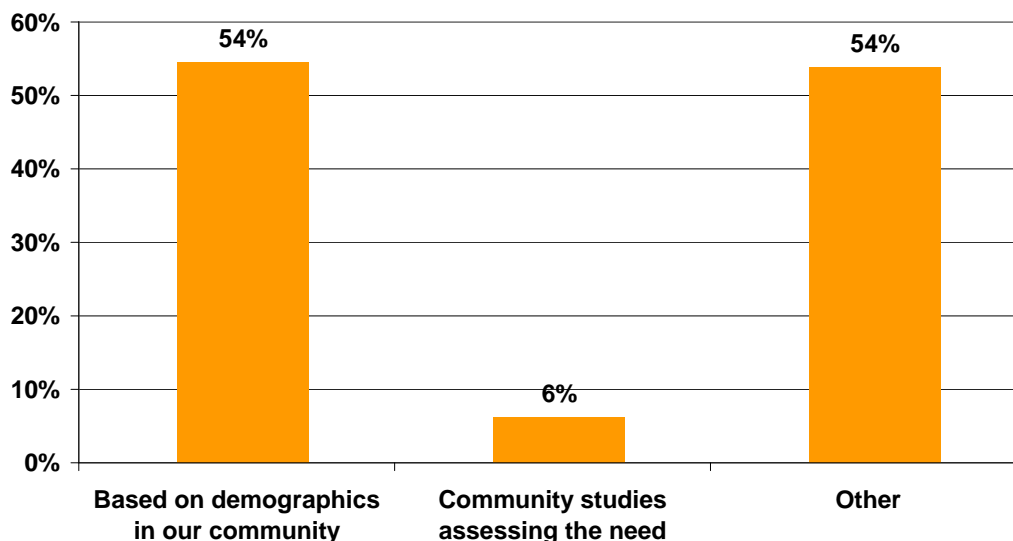


**No Demand for Non-English Materials**

Respondents that indicated there is **no demand** for non-English materials in their library were asked how they came to that conclusion. More than half of these respondents (54%) report they have no demand *based on the demographics in their community*. Six percent (6%) rely on *community studies that assess the need* for non-English materials and more than half (54%) provided *other* responses, which included *no requests* and *curriculum/course offerings* (see the table below).

**Determinant For No Demand for Non-English Materials  
(n=145)**

Base: Respondents who have no demand for non-English materials



Respondents provided **other ways in determining the lack of demand for non-English materials** and *no requests* made up half of the responses (51%). *Curriculum/course offerings* made up nearly a third (31%) of the other responses – courses were primarily taught in English. Librarians also mentioned they were *familiar enough with their students/patrons* or they often *survey their students/faculty*, and *circulation statistics* do not support the need.

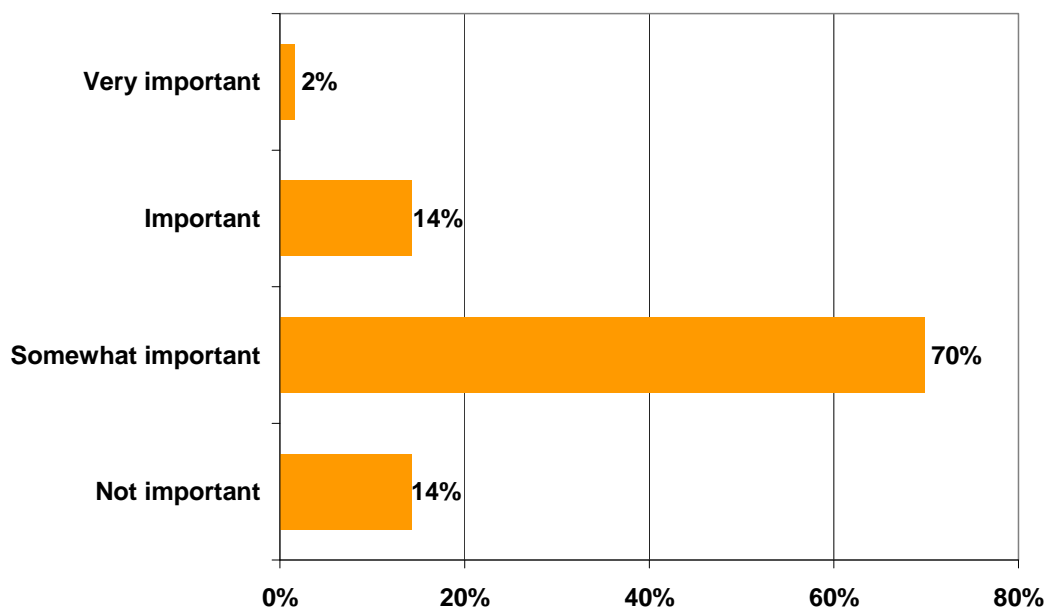
<b>Other Determinants for No Demand (n=93)</b>	<b>% of Other Responses</b>
No requests	51%
Curriculum/Course Offerings	32%
Familiarity with students/patrons	4%
Library circulation statistics	4%
Survey of students/faculty	4%
Other	2%
Policy	1%
Student enrollment	1%

### Not Sure of Demand for Non-English Materials

Sixteen percent (16%) of respondents are **not sure about the current demand for non-English materials** because no time or cost has been allocated to determining a need. These respondents were asked to rate the **importance** of building a non-English collection upon discovering a need. Less than one-fifth of these respondents (16%) feel it would be either **very important** (2%) or **important** (14%), while nearly three-fourths (70%) feel it would be **somewhat important**. Fourteen percent (14%) said it would be **not important**.

#### Importance of Building a Non-English Collection (n=63)

Base: Respondents who are not sure of the demand for non-English materials



Respondents were asked to explain their importance rating to **building a non-English collection for their library upon discovering a need**. Respondents who feel it would be **important** say they are willing to do what it takes to support the needs of their students. Those who feel it is **somewhat important** expressed that while they would like to provide instructional/leisure reading material in native languages, it would be a secondary priority due to the lower population, curriculum needs and budget constraints.

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