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

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.

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

- Curriculum support: 67%
- Adult fiction: 39%
- Adult nonfiction: 34%
- Children’s fiction: 30%
- General reference: 28%
- Education: 22%
- Children’s nonfiction: 21%
- Other: 14%
- Entertainment: 14%
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.

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.
### Other Languages in Demand for non-English Materials

<table>
<thead>
<tr>
<th>Language</th>
<th>% of Other Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td>48%</td>
</tr>
<tr>
<td>Italian</td>
<td>17%</td>
</tr>
<tr>
<td>French</td>
<td>14%</td>
</tr>
<tr>
<td>Hebrew</td>
<td>6%</td>
</tr>
<tr>
<td>Greek</td>
<td>4%</td>
</tr>
<tr>
<td>Hmong</td>
<td>3%</td>
</tr>
<tr>
<td>Latin</td>
<td>3%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>3%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2%</td>
</tr>
<tr>
<td>Japanese</td>
<td>1%</td>
</tr>
<tr>
<td>Polish</td>
<td>1%</td>
</tr>
</tbody>
</table>

### 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)

- Faculty requests: 87%
- Patron requests: 63%
- Monitor courses/disciplines: 54%
- Staff input; interactions with library users: 51%
- Suggestions from our suggestion box: 18%
- Analysis of interlibrary loan requests: 17%
- Reference question logs: 12%
- Monitor leisure reading needs: 10%
- Other: 8%
- Monitor state mandates bilingual education: 6%
- City/State demographic information: 4%
- Community surveys: 2%
- U.S. Census information: 1%
**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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Number Responding (n)</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>146</td>
<td>1.5</td>
</tr>
<tr>
<td>Chinese</td>
<td>53</td>
<td>2.6</td>
</tr>
<tr>
<td>Arabic</td>
<td>38</td>
<td>2.9</td>
</tr>
<tr>
<td>Korean</td>
<td>25</td>
<td>3.2</td>
</tr>
<tr>
<td>Japanese</td>
<td>45</td>
<td>3.3</td>
</tr>
<tr>
<td>Russian</td>
<td>30</td>
<td>3.4</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>22</td>
<td>3.5</td>
</tr>
<tr>
<td>Hindi</td>
<td>11</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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)**

- 69%: We do not have an in-house language specialist
- 20%: We have an in-house language specialist that handles some languages
- 11%: We have an in-house language specialist that handles all languages

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**Market Analysis & Sales Programs**

10/8/2008
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](chart)

**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.

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.
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.

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

![Bar chart showing participation in centralized purchasing of non-English materials (n=169). 95% do not participate, 5% do participate.]
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.

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

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.