

Demand for Non-English Materials Study (Public Libraries)

Executive Summary

Objectives

OCLC conducted a web-based survey to measure the demand for non-English materials in public 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 1,300 OCLC and non OCLC public libraries. The survey was in the field from February 9 to March 7, 2008 and resulted in 230 completes; a responses rate of 18%.

Demand for Non-English Materials

More than half of the respondents (58%) indicate there *is a demand* for non-English materials at their library, 32% said there is *no demand* and 10% are *not sure*.

Adult fiction, adult nonfiction and children's fiction are the most frequently mentioned **type** of 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.

Monitoring Demands for Non-English Materials

Patron requests and *staff input* are the most frequently mentioned ways respondents say they **monitor the demands** for non-English materials at their library.

Selecting Non-English Materials

Nearly two-thirds of respondents (62%) *do not have a language specialist in-house*. *Recommendations from vendors, pre-selected sets* and *community/student assistance* are typically how respondents select non-English materials and they are **satisfied** with these methods.

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

No Demand for Non-English Materials

More than three quarters of respondents (77%) determined there is **no demand** for non-English materials based on *demographics of the community*. Nearly a third mentioned other determinants which include *no requests/demands* and *circulation statistics*.

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 vast majority of respondents (94%) feel it would be **at least somewhat important**.

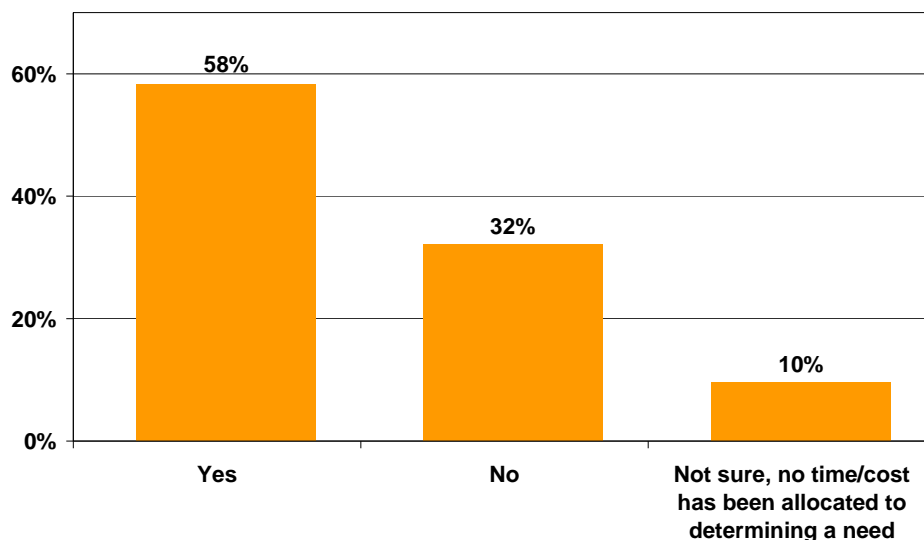
Demand for Non-English Materials Study

Demand for Non-English Materials

Current Demand

More than half of the total respondents (58%) say they currently *have demand* for non-English materials, just under a third of respondents (32%) *do not* and 10% are *not sure*.

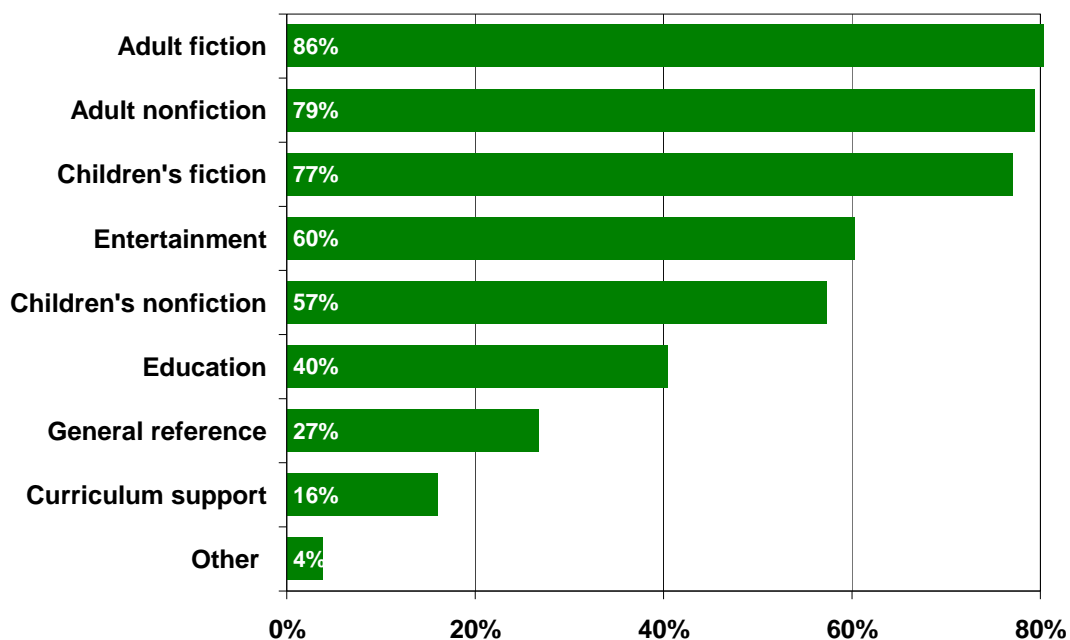
Current Demand for Non-English Materials (n=230)



Types of Non-English Materials in Demand

The most frequently mentioned **type of non-English material** in demand is *adult fiction* (86%). More than half of respondents report *adult nonfiction* (79%), *children's fiction* (77%), *entertainment* (60%) and *children's nonfiction* (57%) as types of non-English materials in demand at their libraries. A quarter or more of respondents report *education* (40%) and *general reference* (27%). Sixteen percent (16%) mentioned *curriculum support* and 4% mentioned *other types*.

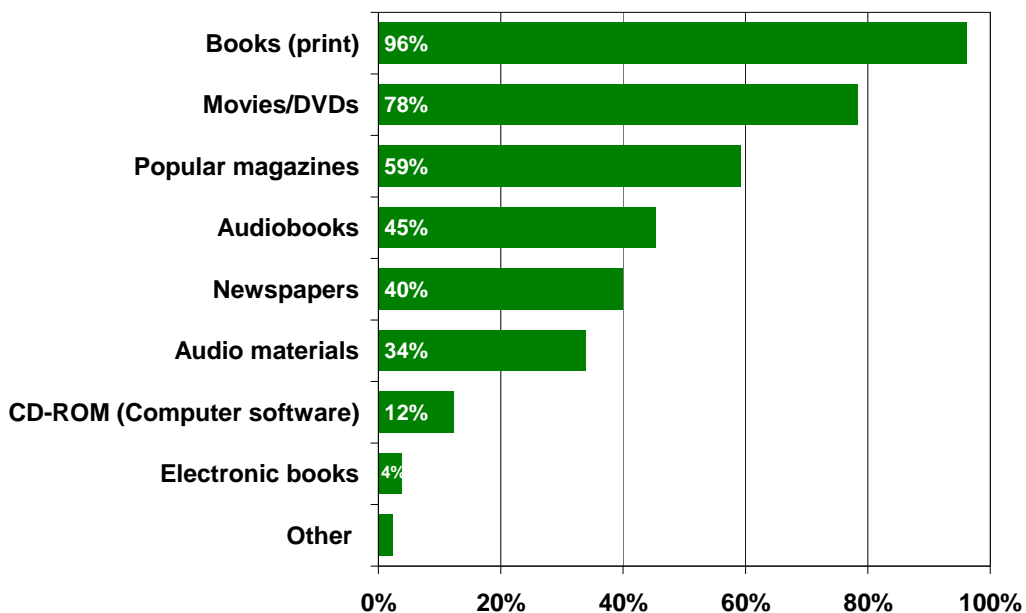
Types of Non-English Materials in Demand (n=131)



Formats of Non-English Materials in Demand

The vast majority of respondents (96%) report *books (print)* as a **format of non-English material** in demand; more than half of respondents report *movies/DVDs* (78%) and *popular magazines* (59%). A third or more of respondents list *audiobooks* (45%), *newspapers* (40%), and *audio materials* (34%) as formats that are in demand. One-tenth of respondents report *CD-ROM (Computer software)* (12%), and 4% report *electronic books*.

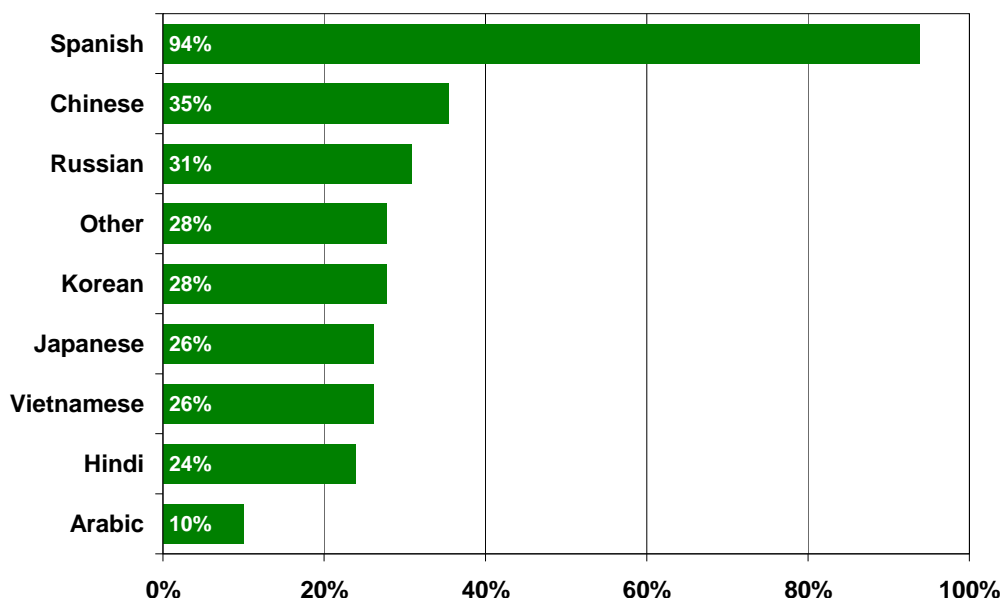
Formats of Non-English Materials in Demand (n=130)



Languages of Non-English Materials in Demand

Spanish is the most popular **language in demand** for non-English materials. Nearly a third or more of respondents report *Chinese* (35%) and *Russian* (31%), while a nearly a quarter or more report *Korean* (28%), *Japanese* (26%), *Vietnamese* (26%) and *Hindi* (24%) as languages in demand for non-English materials; 10% report *Arabic*. More than a quarter report *other* languages (28%). *French* was the most mentioned *other* language, at 16%, followed by *German* (8%), *Polish* (8%), and *Gujarati* (7%). *Other* mentions with 2% or more of responses are detailed in the table below the chart.

Languages of Non-English Materials in Demand (n=130)

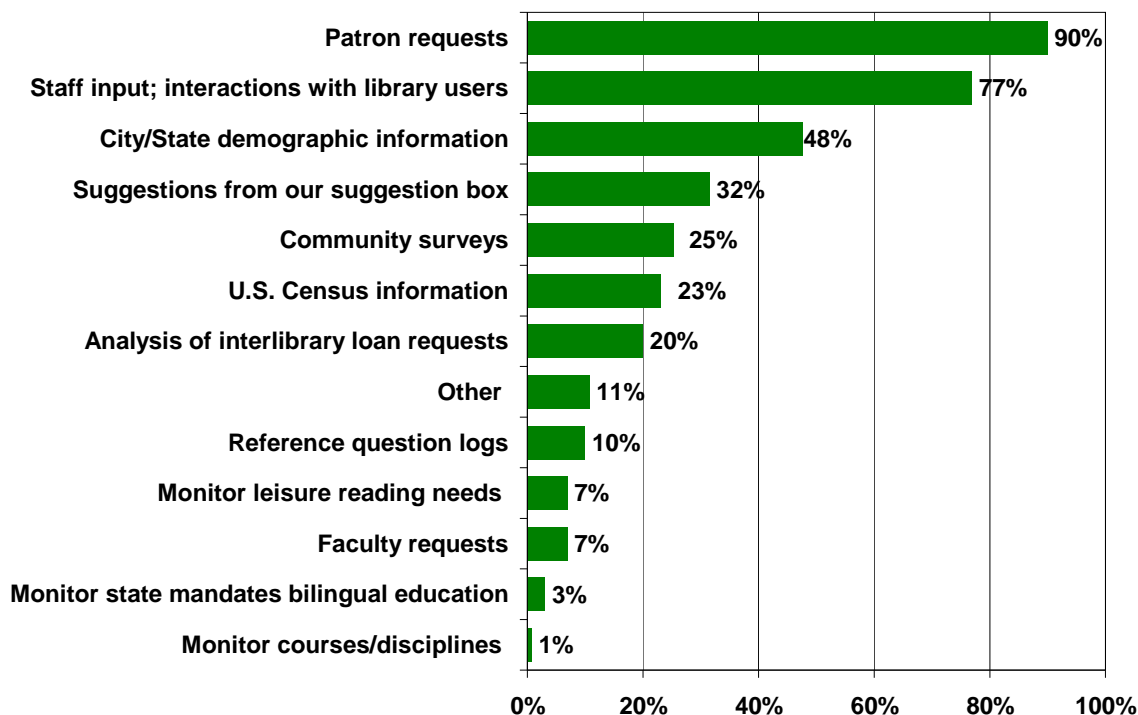


Other Languages in Demand for non-English Materials	% of Other Responses
French	16%
German	8%
Polish	8%
Gujarati	7%
Farsi	5%
Italian	5%
Hmong	4%
Urdu	4%
Hebrew	4%
Bengali	4%
Tagalong	2%
Persian	2%
Tamil	2%
Portuguese	2%

Monitoring Demands for Non-English Materials

The majority of respondents rely on *patron requests* (90%) and *staff input* (77%) as ways to **monitor the demand for non-English materials**. Nearly half of the respondents monitor the demand via *city/state demographic information* (48%). Nearly a quarter or more rely on *suggestions from their suggestion box* (32%), *community surveys* (25%), and *U.S. Census information* (23%). Twenty percent (20%) monitor the demand of non-English materials by *analyzing interlibrary loan requests*, while 10% or less of respondents use *reference question logs* (10%), *monitor leisure reading needs* (7%), *faculty requests* (7%), *monitor state mandates bilingual education* (3%) and *monitor courses/disciplines* (1%).

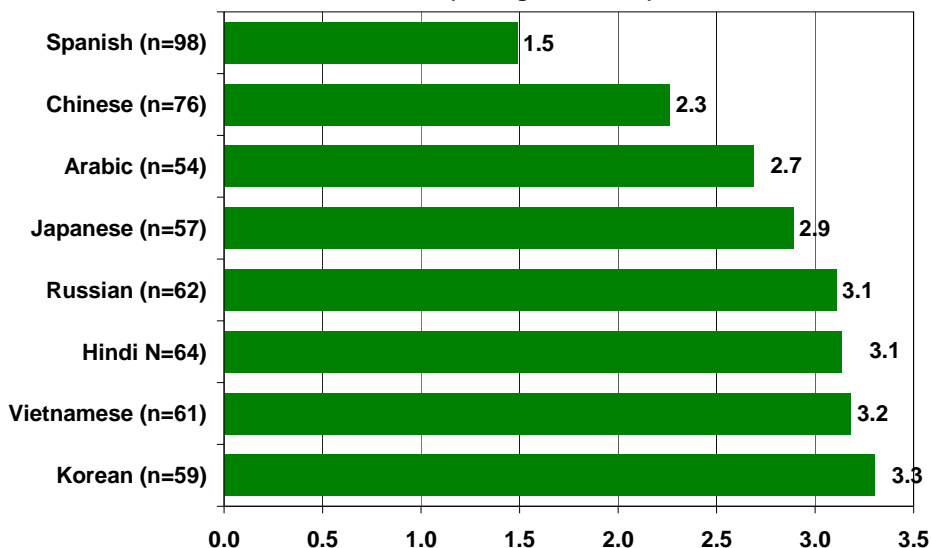
Monitoring the Demand of Non-English Materials (n=130)



Growth in Demand

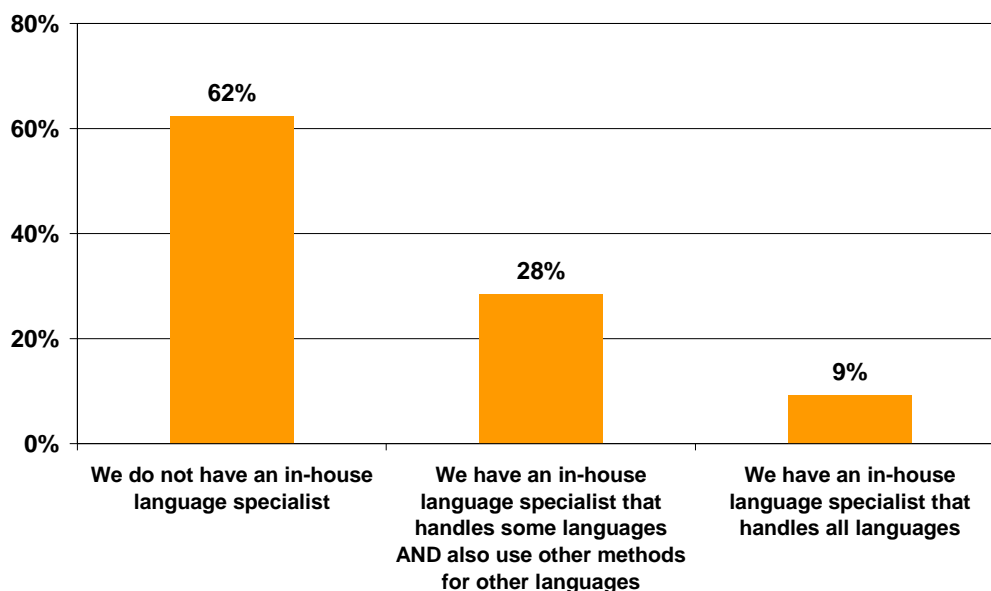
Respondents were presented with a list of eight languages and asked to rank order up to five that show the **largest growth in demand for non-English materials** currently not available in their collection, with "1" being the largest growth. The *Spanish* language shows the largest growth in demand with an average rating of 1.5 among those who responded it was applicable (85% of those responding to the question). The *Chinese* language shows the second highest growth, with an average rating of 2.3 among the 66% of respondents who said it was applicable and *Arabic* came in third, at 2.7, among 47% of respondents. *Japanese*, *Russian*, *Hindi* and *Vietnamese* ranked similarly. Respondents were also provided an opportunity to list *other* languages and how they would rank them on a scale of 1 to 5. *French*, *Polish*, *German* and *Urdu* were the most mentioned *other* languages, with average rankings of 3.2, 1.7, 3 and 1, respectively.

**Largest Growth in Demand for Materials Not in Collection (n=116)
(1=Largest Growth)**



More than half of the respondents (62%) report they *do not have an in-house language specialist*, 9% have an *in-house language specialist that handles all languages*, and 28% 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=130)

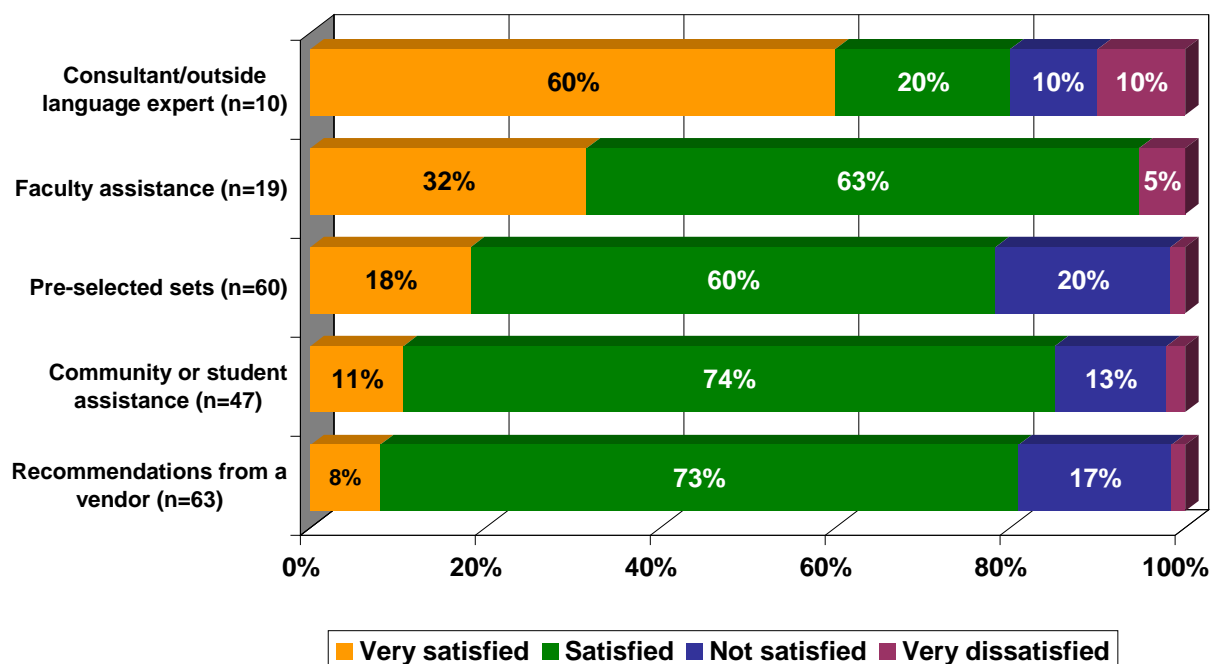


Satisfaction with Methods of Selecting Non-English Materials

More respondents were likely to use *recommendations from a vendor*, *pre-selected sets* and *community/student assistance* when it comes to selecting non-English materials when a language specialist is not available and are **satisfied** with these methods; 81%, 78% and 85% of respondents report they are **satisfied** (*very satisfied* or *satisfied*), respectively. Fewer respondents *hire a consultant/outside language expert* or use *faculty assistance*, but for those who have, most respondents are **satisfied**, at 80% and 95%, respectively.

Satisfaction with Methods of Selecting Non-English Materials

Base: Respondents who use other sources than an in-house specialist to select non-English materials

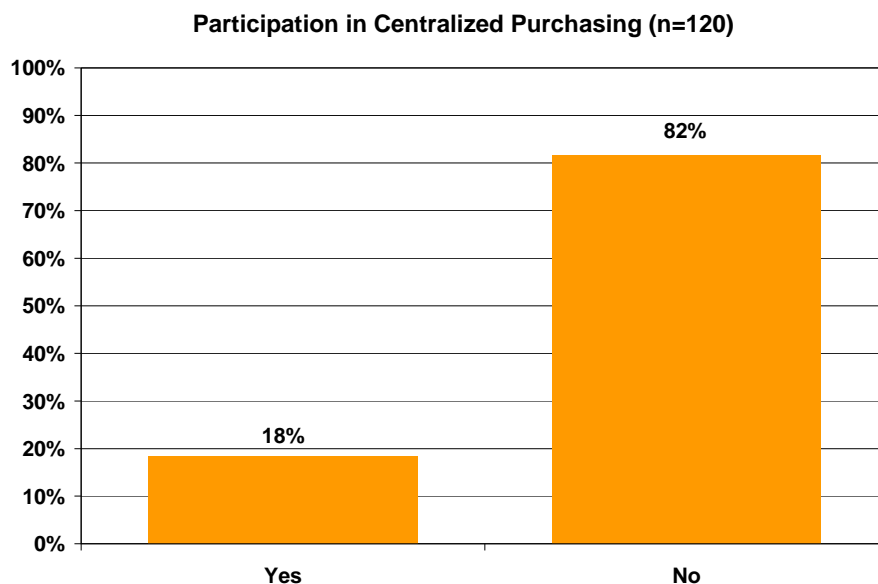


Reasons for Satisfaction

Respondents were asked to explain if they indicated they were dissatisfied with any method of selecting non-English materials. Respondents **not satisfied** with **pre-selected sets** say the *titles selected do not match the needs of their community*. *Unfamiliarity with their clientele* and *high prices* are reasons for dissatisfaction with **vendor recommendations**.

Centralized Purchasing for Non-English Materials

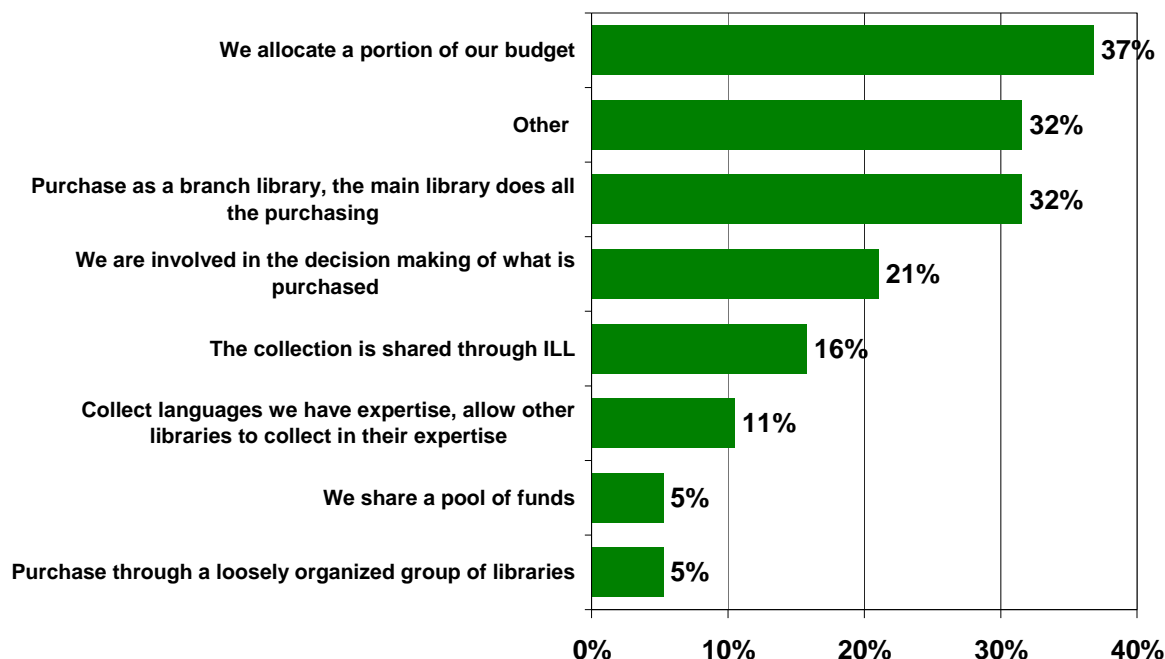
The majority of respondents (82%) do not participate in **centralized purchasing** for their non-English materials; 18% participate in centralized purchasing.



Nearly a third or more of respondents who participate in centralized purchasing *allocate a portion of their budget* (37%) or *purchase as a branch library where the main library does all the purchasing* (32%) in **cooperative collection development**. Twenty one percent (21%) are *involved in the decision making of what is purchased*, 16% *share their collection through ILL*, and 11% *collect languages where they have expertise and allow other libraries to collect in their expertise*. Other ways in participating in cooperative collection development include *sharing a pool of funds* (5%) and *purchasing through a loosely organized group of libraries* (5%).

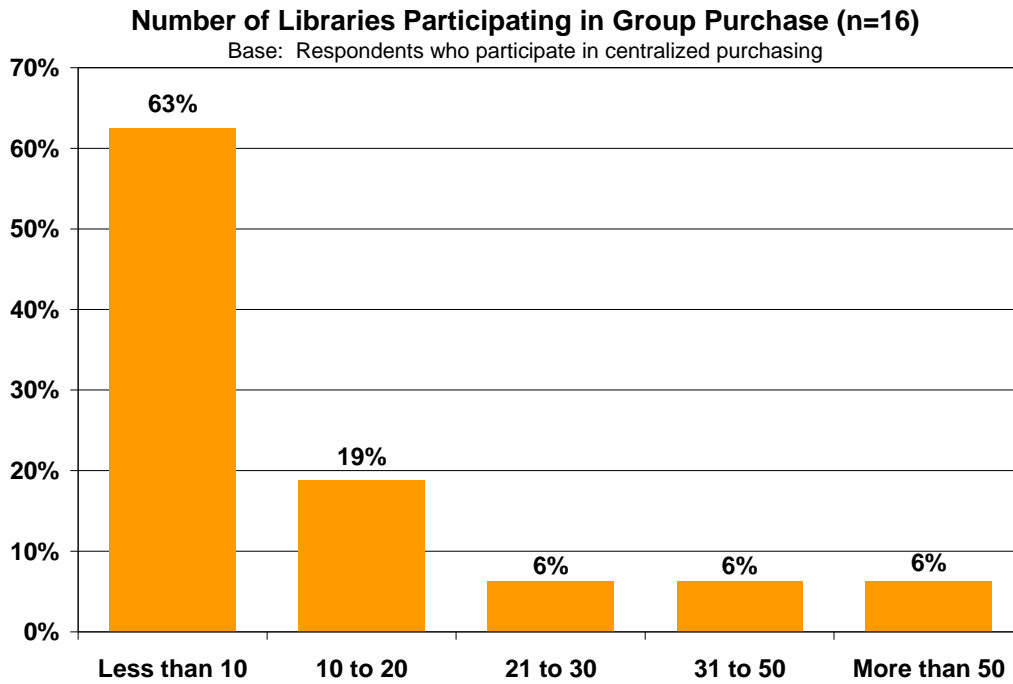
Ways of Centralized Participation (n=19)

Base: Respondents who participate in centralized purchasing



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Among those who participate in centralized purchasing, nearly a two-thirds (63%) say they have **less than 10** libraries participating in the group purchase; 19% have **10 to 20**, 6% have **21 to 30**, 6% have **31 to 50** and 6% have **More than 50**.



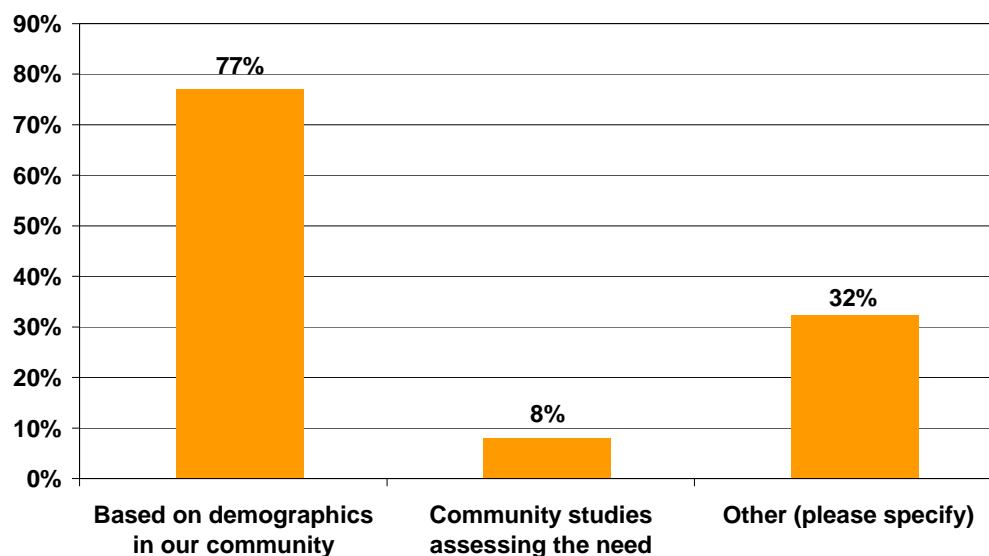
No Demand for Non-English Materials

Determinant for No Demand

Respondents who indicated there is **no demand** for non-English materials in their library were asked how they came to that conclusion. More than three quarters of these respondents (77%) report they have no demand *based on the demographics in their community*. Eight percent (8%) rely on *community studies that assess the need* for non-English materials and nearly a third (32%) provided *other* responses, which included *no requests/demand* and *circulation statistics*. (See the table below).

Determinant For No Demand for Non-English Materials (n=74)

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

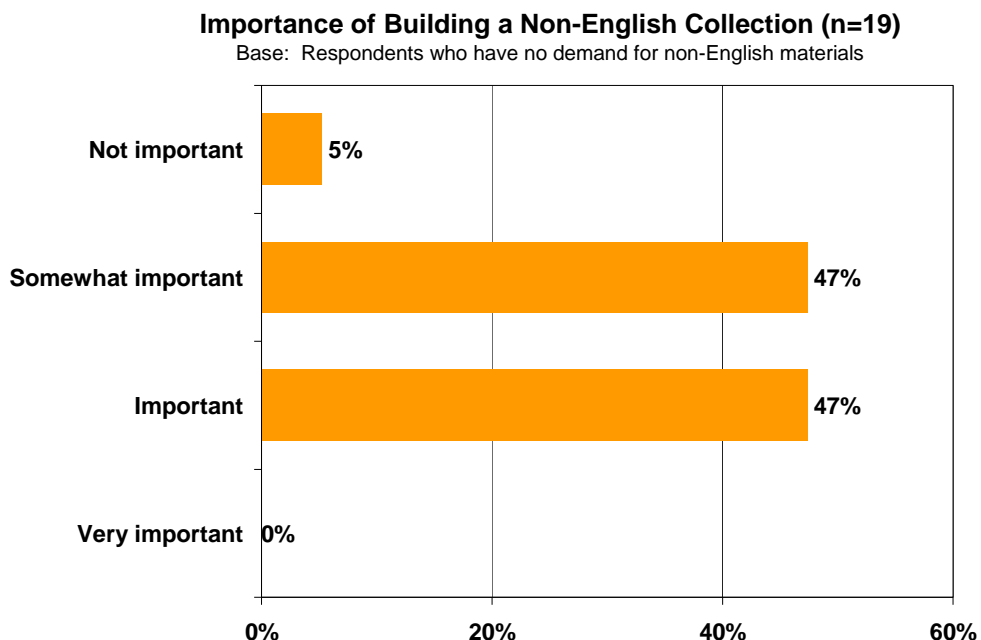


Respondents provided **other ways in determining the lack of demand for non-English materials** and *no requests* made up nearly three quarters of the responses (70%). *Circulation statistics* made up nearly a quarter (22%) of the other responses. Nine percent (9%) say they *review and analyze the reference questions received*.

Other Determinants for No Demand (n=23)	% of Other Responses
No requests/demand	70%
Circulation statistics	22%
Analyze reference questions	9%

Not Sure of Demand for Non-English Materials

Ten percent (10%) 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. Nearly half of these respondents (47%) feel it would be **important**, while 47% felt it would be **somewhat important** and 5% 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 patrons. Those who feel it is **somewhat important** expressed they *need to define the criteria to determine the actual demand and need to work within a limited budget to meet the need of the majority of patrons*.

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