

# 2022 WSDLC Membership Survey

## General Information

There were a total of 57 school districts that responded to the 2022 membership survey.  
Of these 57 districts:

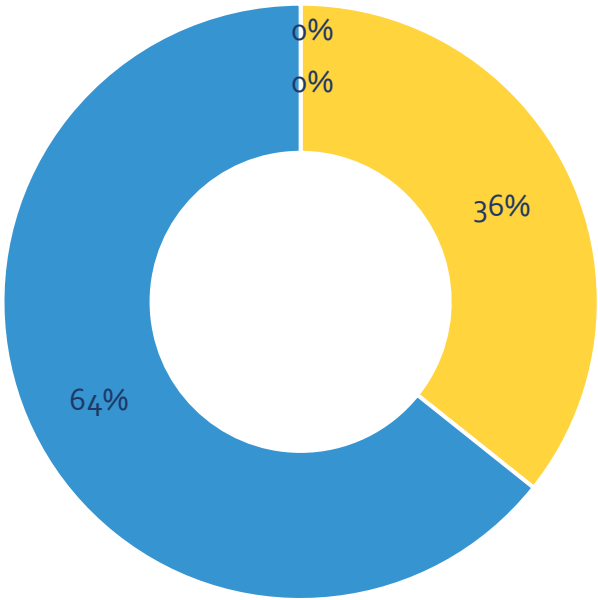
- 82% use the K-5 collection
- 88% use the 6-8 collection
- 72% use the 9-12 collection



## Satisfaction

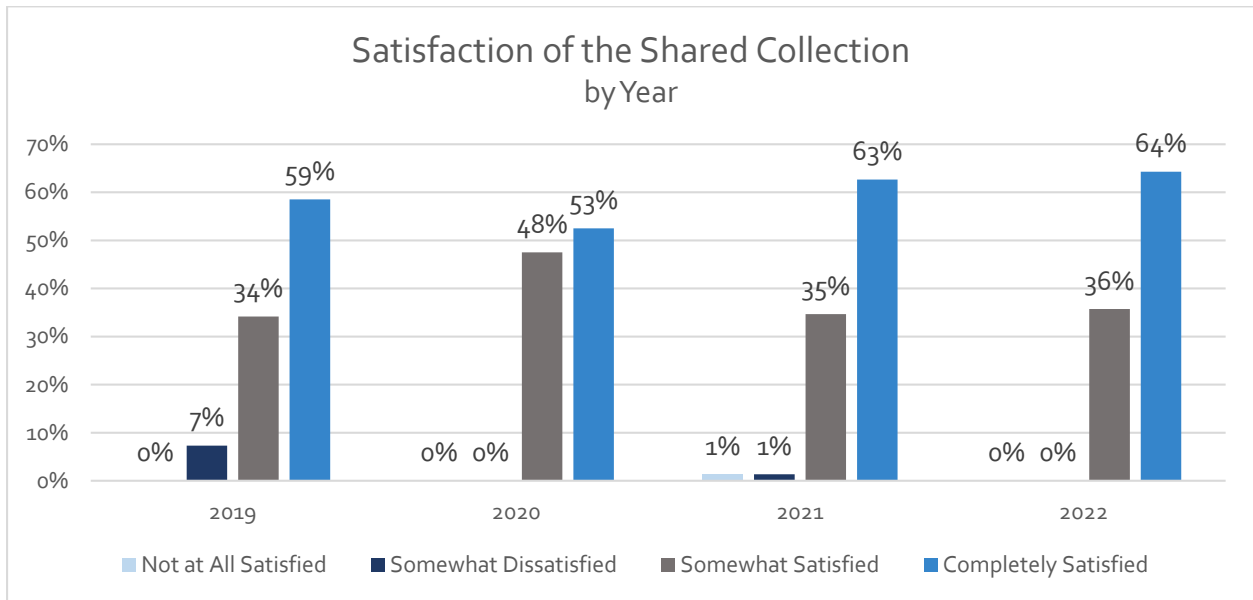
Respondents were asked how satisfied they are with the collection overall. All respondents were either completely or somewhat satisfied, with one respondent writing in that they are “very satisfied”.

Overall Satisfaction



■ Not at all Satisfied ■ Somewhat dissatisfied ■ Somewhat satisfied ■ Completely satisfied

When compared to 2021, satisfaction has seen an increase.

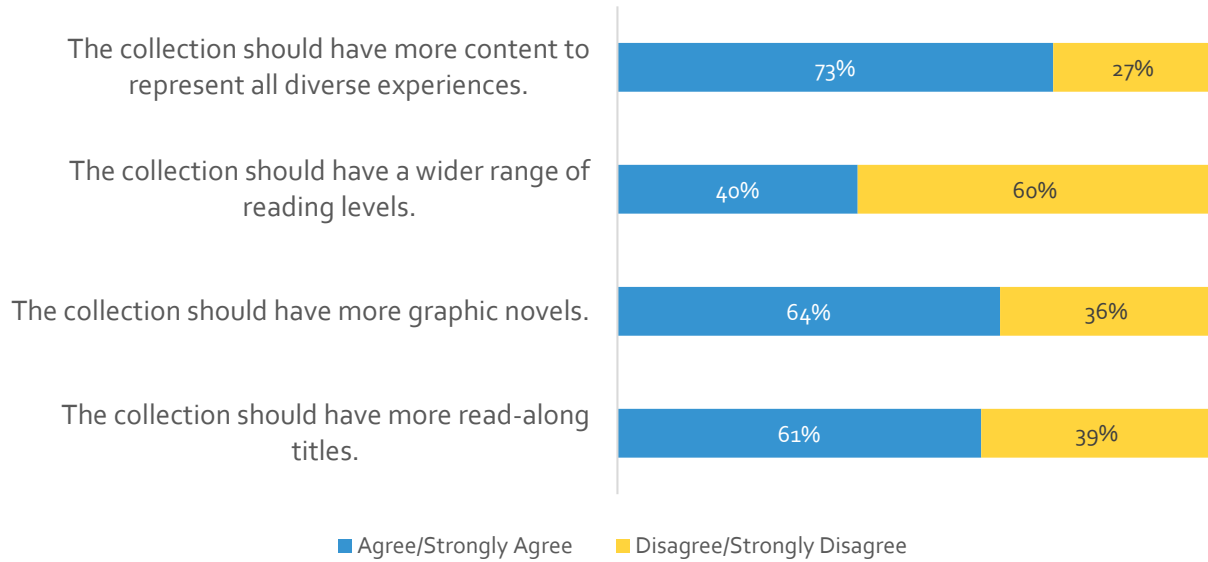


Respondents were asked to provide more information on why it has or hasn't been working for them. Most respondents cited that they like the variety and number of titles available in the collection, and that the WSDLC shared collections work well to supplement what is available in the physical collections. A few respondents noted that their students particularly like being able to access materials from anywhere, and also having additional access to graphic novels and popular titles. Suggestions for changes that respondents would like to see include more popular and classic titles, titles with high holds, audiobooks, and magazine titles (especially in the adult collection); all titles in a series; ability to hide Juvenile titles from higher grade levels; and better continuity in OverDrive's *Audience* tags. There were also multiple responses of wanting their students and staff to use this resource more.



## Collection Questions

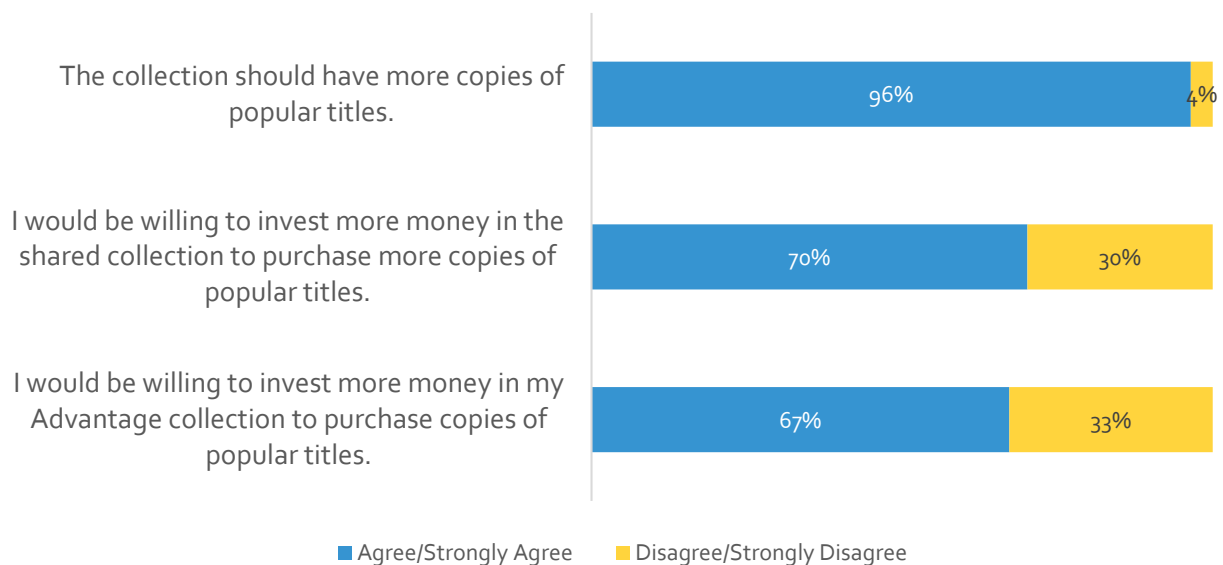
Respondents were asked how strongly they agreed with different statements about the collection:



The results to these questions show that there is still a marked interest in the collection having more titles available that represent all diverse experiences, read-along titles, and graphic novels.

The percentage of respondents that agree that the collection should have a wider range of reading levels has dropped from previous years: In 2022, 40% of respondents agreed, while in 2021, 52% of respondents agreed that there should be a wider range of reading levels.

When asked about popular titles, respondents overwhelmingly agreed that the collection should have more copies of popular titles. Almost three-quarters of respondents would be willing to purchase more copies of popular titles from their Advantage account, while about two-thirds of respondents would be willing to purchase more copies for the consortium.



In addition to adding more copies of popular titles, many respondents stated that they would also like to see more audiobooks added to the collection. Other suggestions for additional content were more dual language and magazine titles.



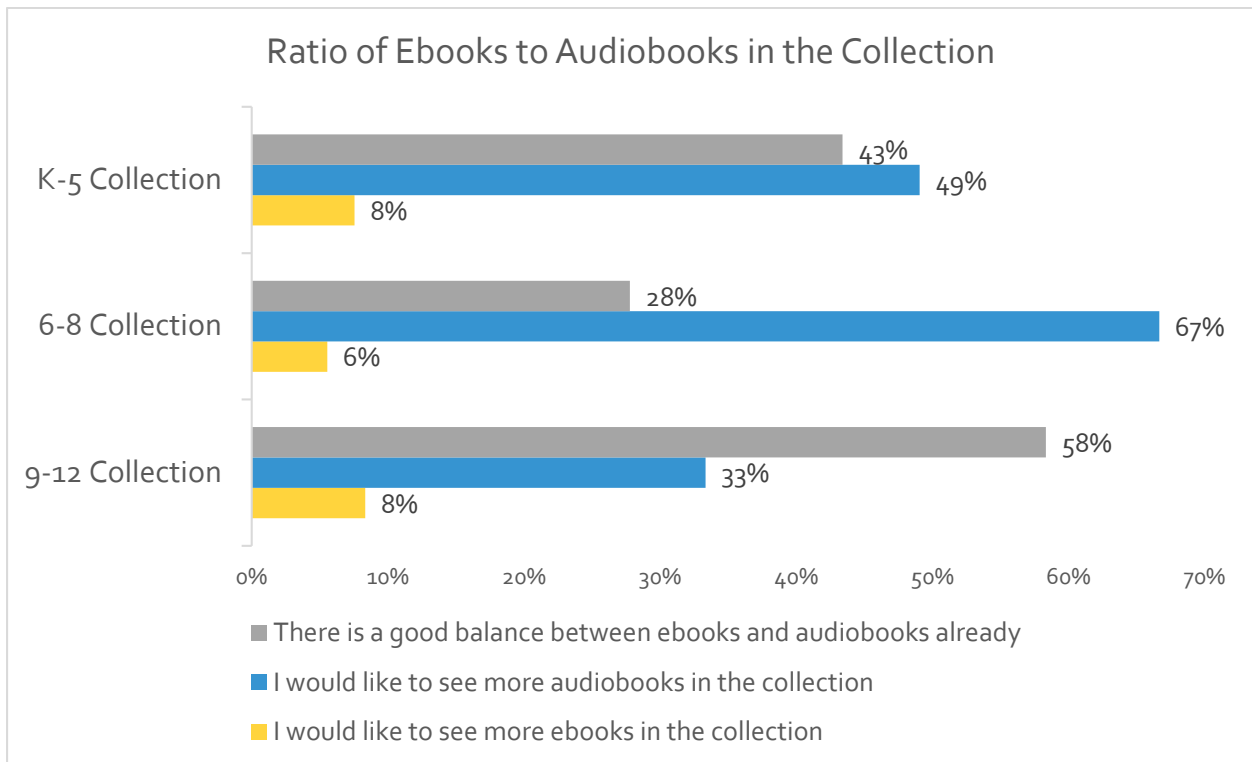
## Collection Format Balance

At the beginning of 2022, the WSDLC collection makeup was 75% ebooks and 25% audiobooks. Members were asked how they felt the balance between ebooks and audiobooks was for each of the three collections.

The K-5 Collection is 79% ebooks and 21% audiobooks. Many respondents (49%) would like to see more audiobooks added to this collection, while 43% of respondents felt that there is a good balance between ebooks and audiobooks already.

Within the 6-8 Collection, 75% are ebooks and 25% are audiobooks. The majority of respondents (67%) think there is already a good balance between ebooks and audiobooks in this collection, while 28% of respondents would like to see more audiobooks added.

The 9-12 Collection is 55% are ebooks and 45% are audiobooks. The majority of respondents would like to see additional audiobook titles in this collection. 33% of respondents think there is a good balance between ebooks and audiobooks already.

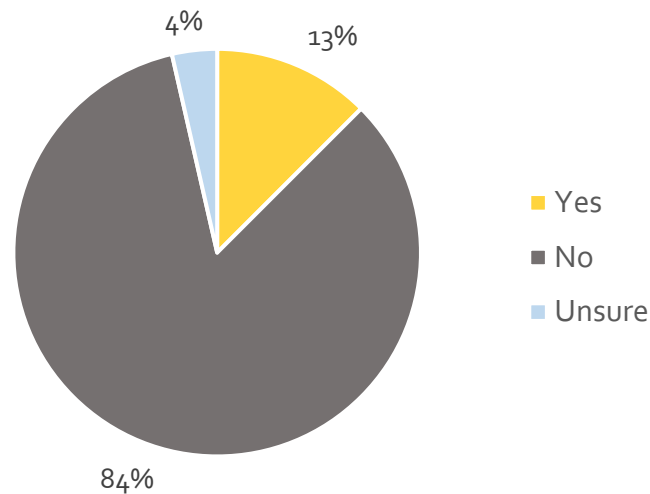


## Challenges to Collections / Materials

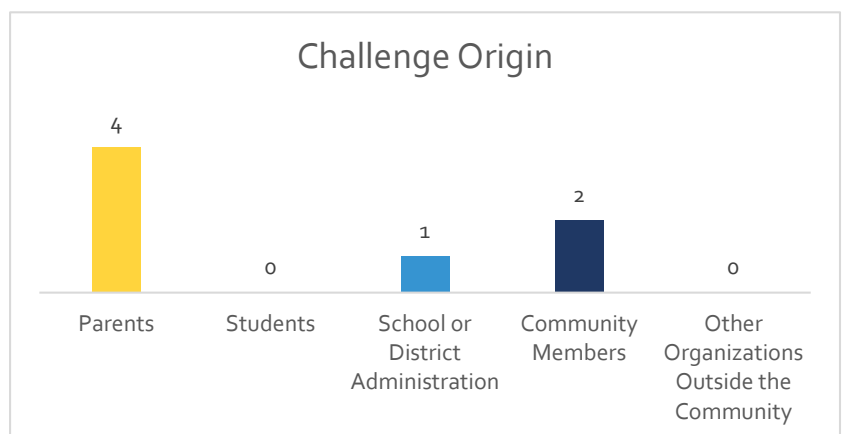
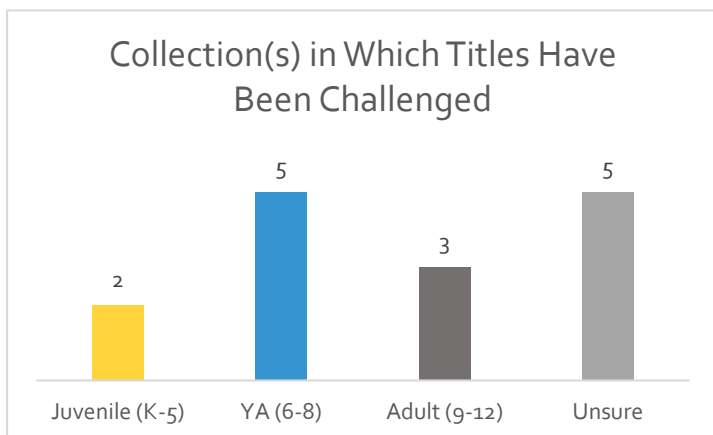
In 2021, libraries across the country started seeing an increase in organized challenges to materials in library collections. WSDLC members were asked if they have been receiving challenges to materials found in the WSDLC collections.

The majority of respondents (84%) have *not* received a challenge to WSDLC titles, however 13% have responded "Yes". The remaining 4% of respondents are unsure if their school/district has received challenges on materials in the WSDLC collections.

Has your school or district faced challenges to materials in a WSDLC Collection?



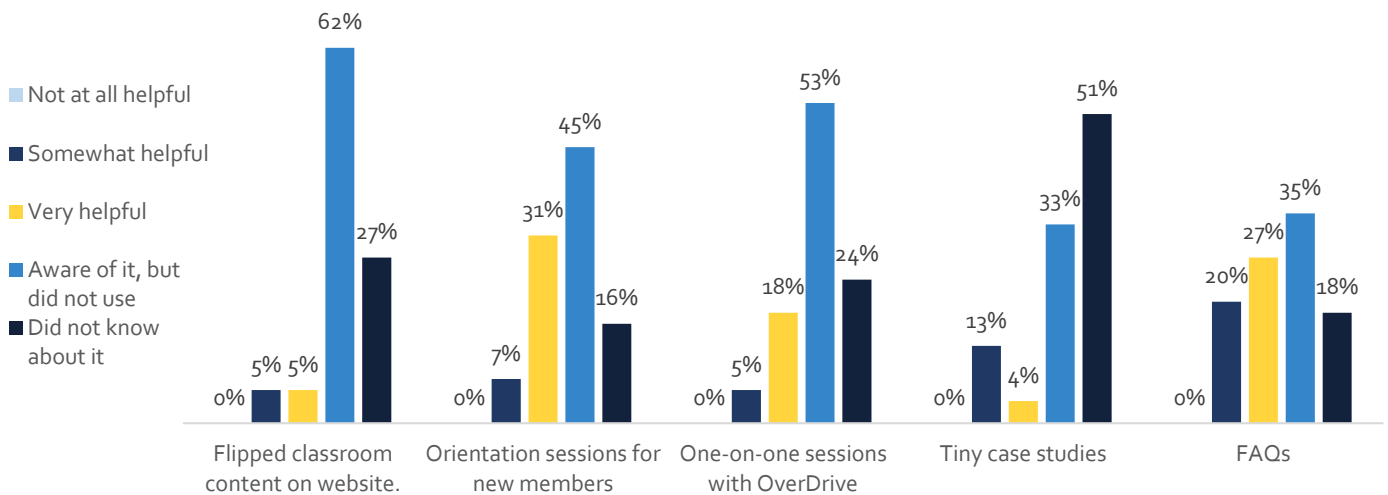
Respondents who answered "yes" to this question were also asked to identify where these challenges were coming from, and for which collections:



## Training Resources

In 2019, WiLS and OverDrive implemented a training plan, and we asked members their opinions about the pieces of this plan and their helpfulness:

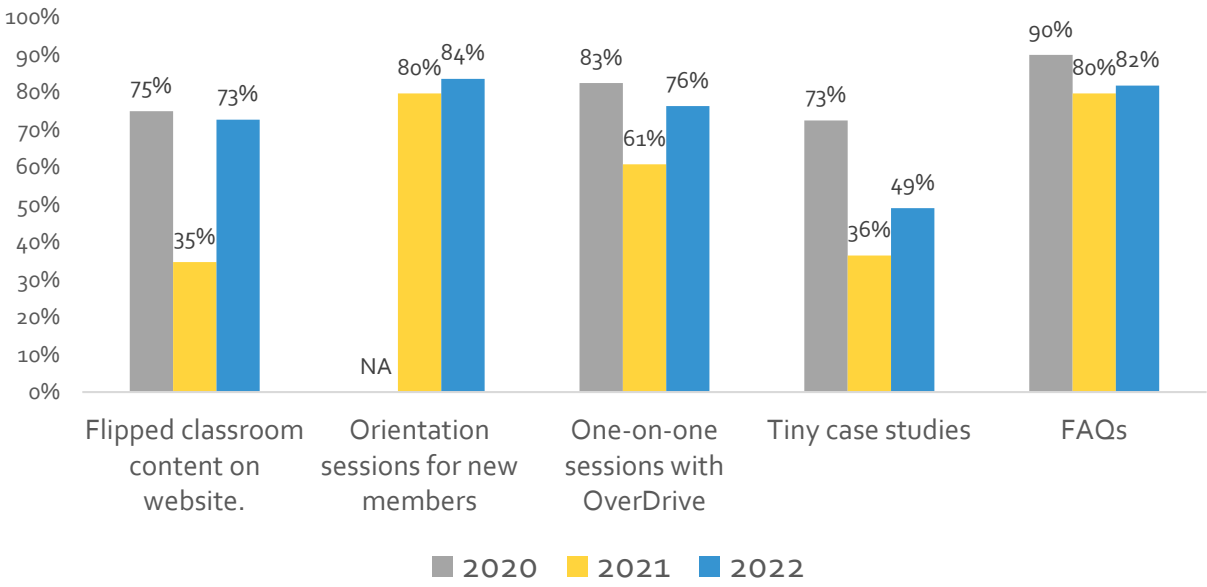
- **Flipped Classroom content on the website:** Self-paced training resources on a variety of topics that include definitions, how-tos, videos, modules, and links to other OverDrive resources.
- **Orientation sessions for new members:** In 2022, OverDrive hosted three “new member webinars”; two in September and another in February. These webinars introduced new members to the WSDLC collections in Sora and Marketplace.
- **One-on-one sessions with OverDrive:** Staff at OverDrive are always available for members to schedule one-on-one sessions with them. Members can use these opportunities to provide training for new staff, have questions answered, or discover best practices.
- **Tiny Case Studies:** There are brief, practical summaries of outstanding things that some WSDLC members are doing that involve Sora and serve as an opportunity for members to share a WSDLC-related problem they had and how they solved it.
- **FAQs:** A list of common questions with answers, organized by topic.



There were 55 responses to the levels of helpfulness for each of these pieces. No one indicated that the pieces were not at all helpful, and only the Tiny Case Studies resource had the majority of respondents say they weren't aware of it.

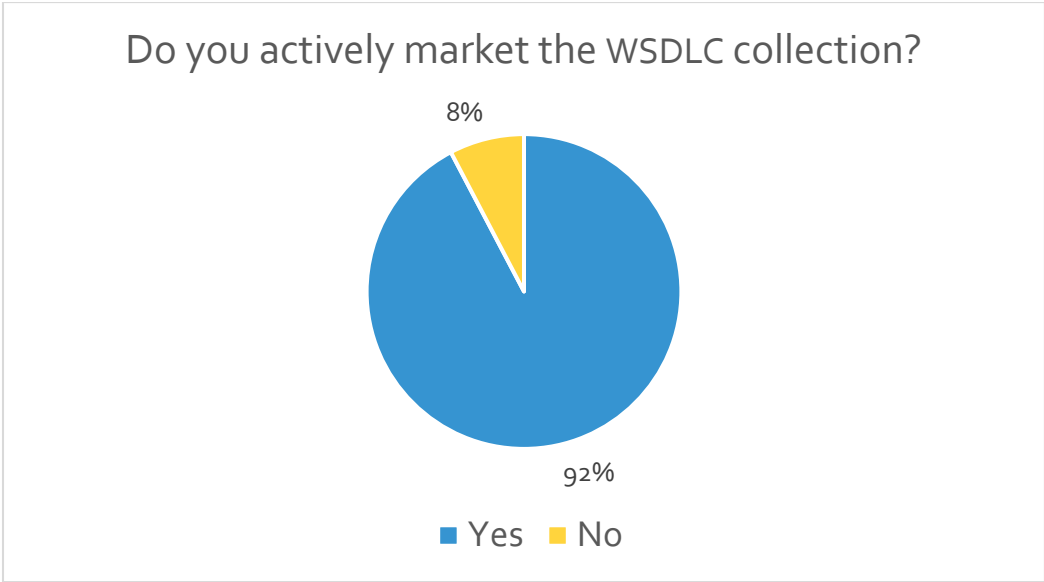
Overall, the awareness of these training resources and opportunities has grown in the past year, and are nearing the same levels of awareness when they were first introduced in 2019 (and surveyed about in 2020).

# Awareness of Training Opportunities & Resources 2020-2022

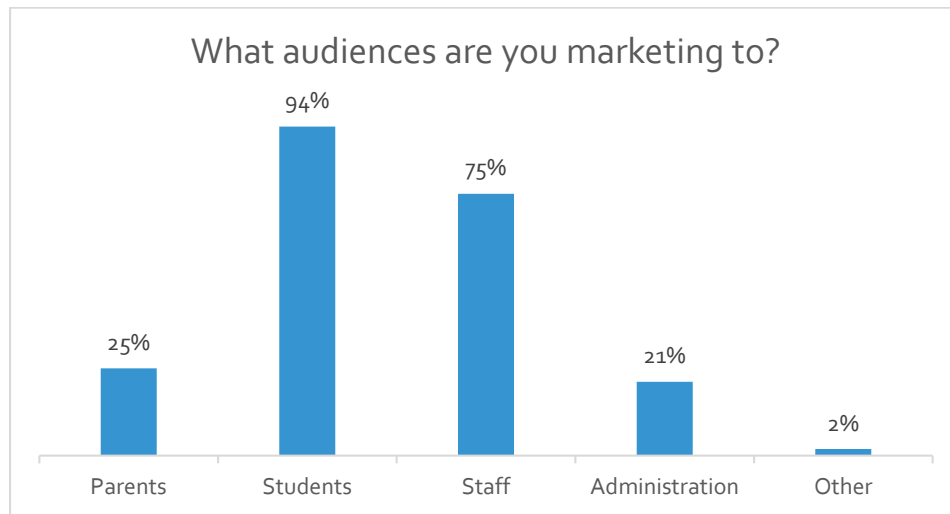


## Marketing

Nearly all respondents have been actively marketing the WSDLC collection in 2022.

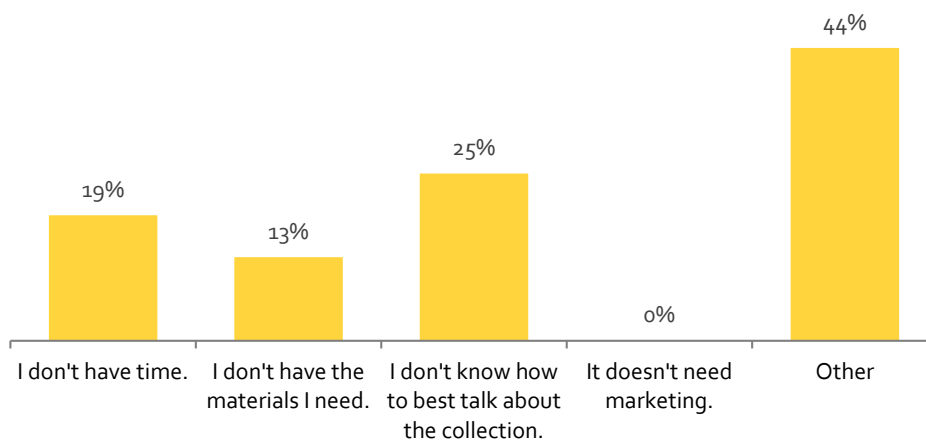


Of the respondents that are marketing the collection, nearly all respondents are marketing to students, with a majority also marketing to staff. One-quarter of respondents are marketing to parents, with others also marketing to their administration and elsewhere.



Of those who are not actively marketing, one-fifth of respondents indicated that they do not have the time, with a smaller percentage citing they don't feel like they have the materials they need to market the collections. One-quarter of respondents aren't sure how best to talk about the collection. Close to half of the respondents cited "other" as the reason they are not marketing.

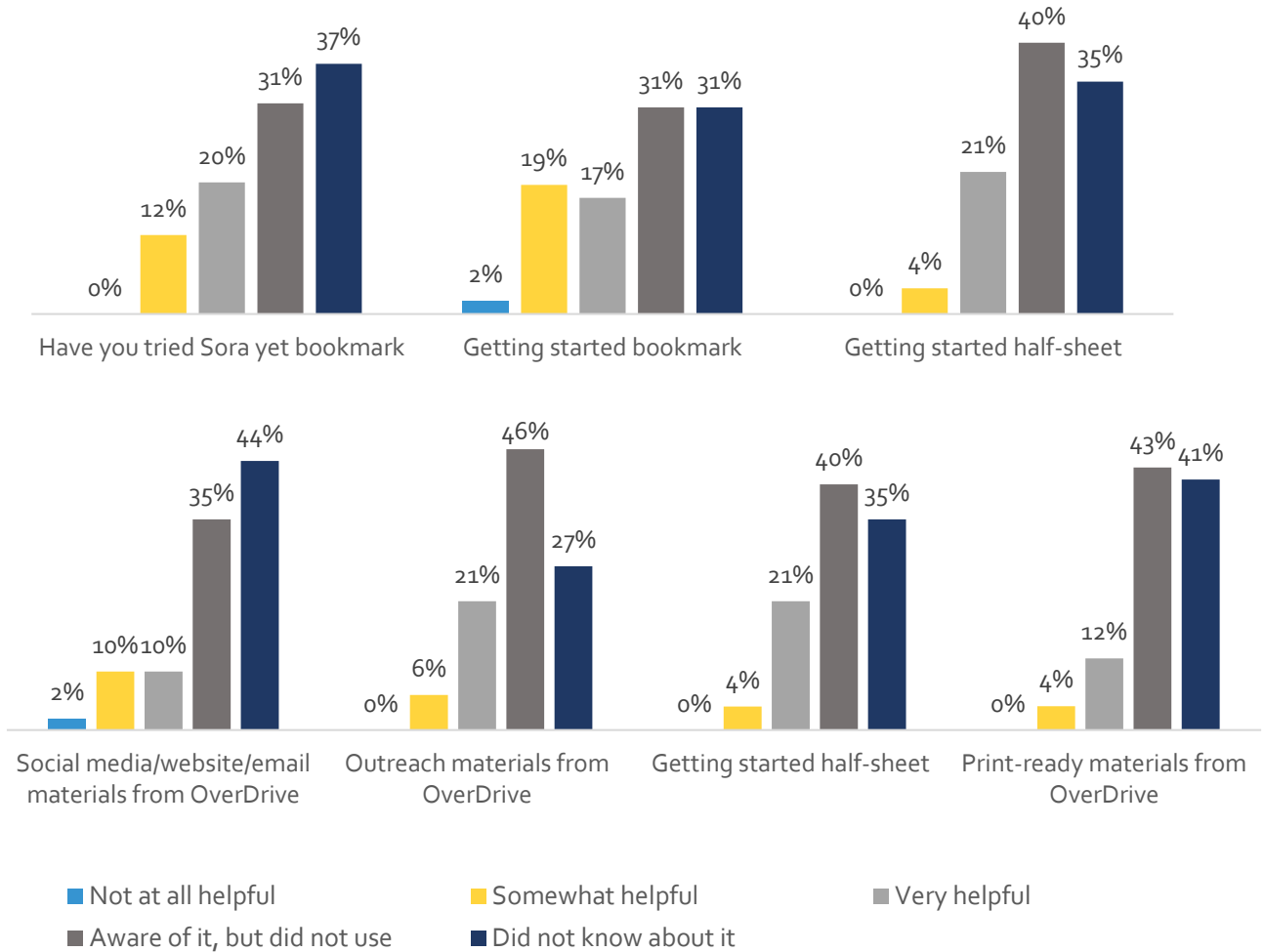
### If you are not actively marketing, why not?



In 2019, WILS created some materials for marketing the collection. Members were asked to indicate how helpful these materials and the materials available from OverDrive were to them. Overall, respondents are not getting a lot of use from these materials: a majority of respondents either didn't know about the materials, or did know about them but didn't use them. An average of one-quarter of the respondents did find something of these materials useful. There was one respondent who found that a couple of these materials were not at all useful.



## Helpfulness of Marketing Materials



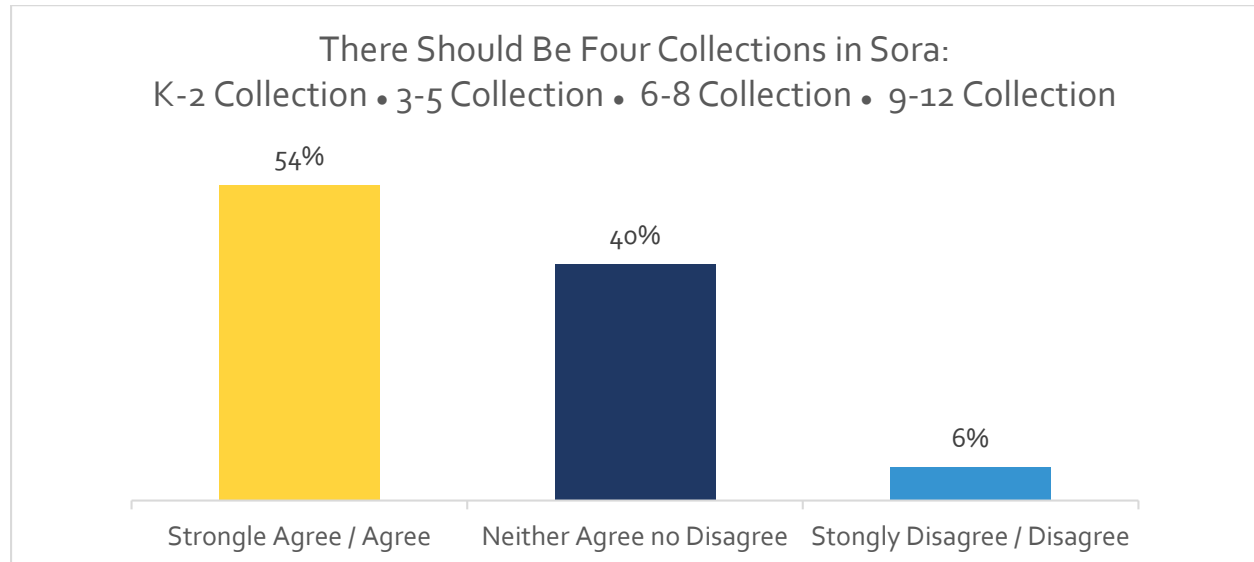
Respondents shared some of their marketing own efforts, which include demonstrations and presentations at the beginning of the school year on how to use Sora; talking about Sora in library lessons, in the classroom, and in newsletters to students, teachers, and parents throughout the school year; social media; posters, fliers, and promotional t-shirts posted in the library, hallways, and sent home; encouraging students to present on the Sora collections in other classes; and staff training.



## Collection Labels

Currently in Sora, there are three collections that schools can subscribe to. Within Sora, these collections are called: Juvenile (Also referred to as the K-5 Collection, and has content that has been rated for grades K-5), Young Adult (Also referred to as the 6-8 Collection, and has content that has been rated for grades 6-8), and the Adult Collection (Also referred to as the 9-12 Collection, and has content that has been rated for grades 9-12.)

Some WSDLC members have expressed an interest in having a fourth collection added to the OverDrive collections, particularly to split the Juvenile/K-5 Collection in to two collections. Members were asked their preference on having the children's collection subdivided into two collections, one for gradesk-2 and one for grades 3-5 in addition to the collections for grades 6-8 and grades 9-12.



The majority of respondents would prefer the current K-5/Juvenile Collection to be split in to two collections: one for grades K-2 and one for grades 3-5. Over one-third of respondents indicated that they neither agree nor disagree with preferring an additional collection, while less than 10% of respondents indicated that they would *not* like the current K-5/Juvenile Collection split in to a collection for grades K-2 and one for grades 3-5.

WSDLC Project Managers have also heard from some WSDLC Members that a name-change for the collections would be beneficial for their schools. Members were asked in the 2022 survey to rank potential collection labels and divisions from most desirable to least desirable.

The options that were presented were:

- Juvenile (k-5), Young Adult (6-8), Adult (9-12) \* This is the current division and labeling
- Elementary (k-5), Middle (6-8), High (9-12)
- Early Elementary (K-2), Upper Elementary (3-5), Middle (6-8), High (9-12)
- Early Elementary (K-2), Elementary (3-5), Middle (6-8), High (9-12)

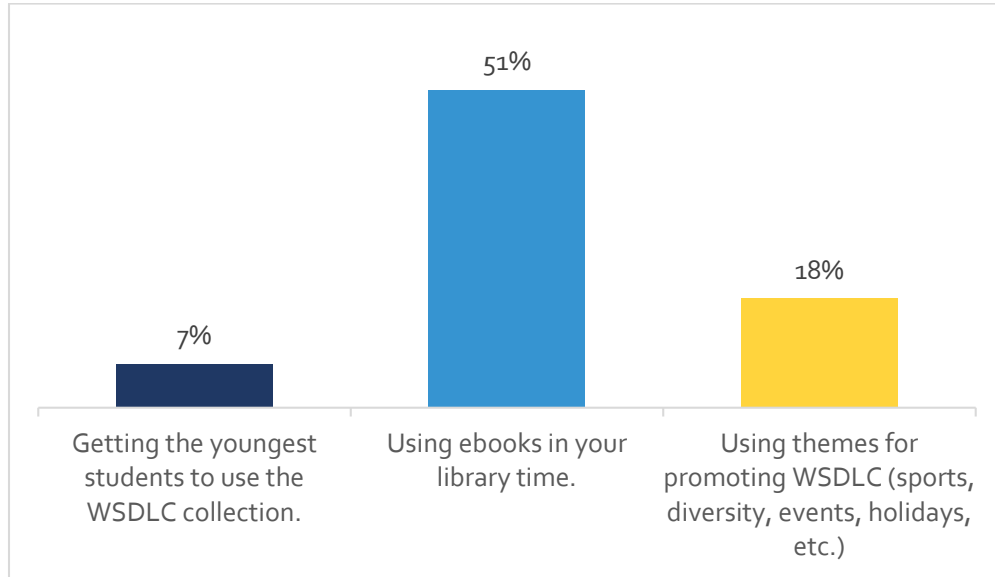
The ranking results are, from most desirable to least desirable:

Ranking	Collection Labels and Divisions	Weighted Score
1	Early Elementary (K-2), Upper Elementary (3-5), Middle (6-8), High (9-12)	3.06
2	Elementary (k-5), Middle (6-8), High (9-12)	2.8
3	Early Elementary (K-2), Elementary (3-5), Middle (6-8), High (9-12)	2.69
4	Juvenile (k-5), Young Adult (6-8), Adult (9-12) * This is the current division and labeling	1.52



## Member Success With...

Members were asked if they had any success with a short series of scenarios.



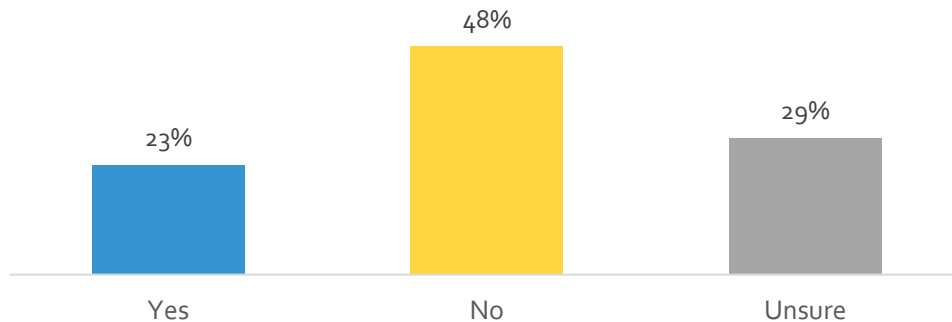
Over half of respondents have had success using eBooks during their library time. Nearly two-fifths of respondents found that using themes helped promote the WSDLC collections. Less than 10% of respondents have had success getting the youngest students to use the WSDLC.



## Home Broadband Access

We asked our members about home broadband access in their areas, and whether or not they feel this is a barrier for their students.

## Do you feel that home access to broadband is a barrier to your students using the WSDLC collection?



Almost half of the respondents do not see home broadband access as a barrier, while just under one-quarter are encountering this barrier.

Some respondents provided additional information, adding that reliable internet access is not available in many rural areas of the state. Some respondents' schools are trying to work around this by providing mobile hotspots for students to check out; however some of the most rural areas do not have good cellular service, so these are still not a perfect solution. Other respondents cited that some students are limited by the devices they have available to them.



### Additional Feedback

Respondents were given the opportunity to add other thoughts and suggestions that were not covered elsewhere in the survey. There were several mentions on how great of a resource the WSDLC has been for their school, and an admittance of surprise at how excited their students were to have this access. One respondent said that being able to curate their own collections with advantage and consortium titles has increased their circulation numbers.

Suggestions for the collection include being able to direct-link to each library's collection in an effort to utilize "saved password" features; support in implementing another Content Access Level; new MARC downloads available by category (Content Access Level); more titles for 4K students; and the ability to block specific content from students in a school district.

