

2023 WSDLC Membership Survey

General Information

In March 2023, the WSDLC Project Managers opened the annual Membership Survey in order to get feedback on the consortium is and is not working for members. At the time of the survey, the WSDLC had 265 member school districts. There were a total of 69 school districts that responded to the 2023 membership survey.

Of these 69 districts:

81% use the K-5 collection

78% use the 6-8 collection

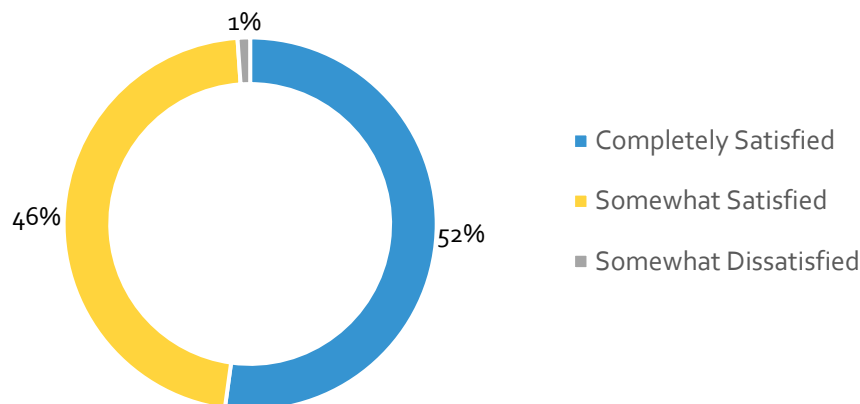
78% use the 9-12 collection



Satisfaction

Respondents were asked how satisfied they are with the collection overall. Nearly all respondents were either completely or somewhat satisfied, with one respondent indicating they were somewhat dissatisfied.

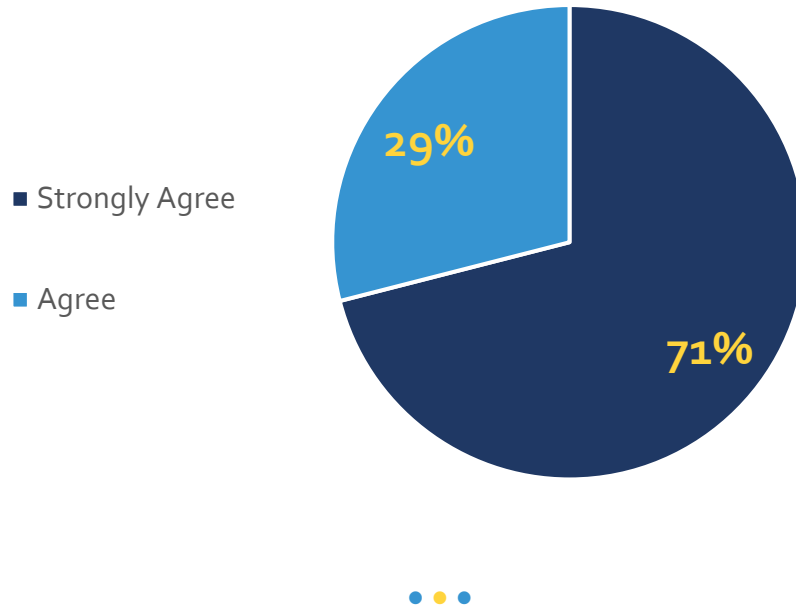
Overall Satisfaction



Respondents also had an opportunity to provide more details on what stuck out to them the most in regards to the collections. Many respondents indicated they appreciate the diversity of the collections and how quickly newly released content is added. The two most commonly-mentioned areas that could be improved are adding more audiobooks to the collection, especially in the Young Adult and Adult collections, and 30% of respondents specifically mentioned long wait times for popular titles. Other suggestions include an easier mechanism for recommending titles for purchases, including more content access levels, and more picture books and nonfiction titles.

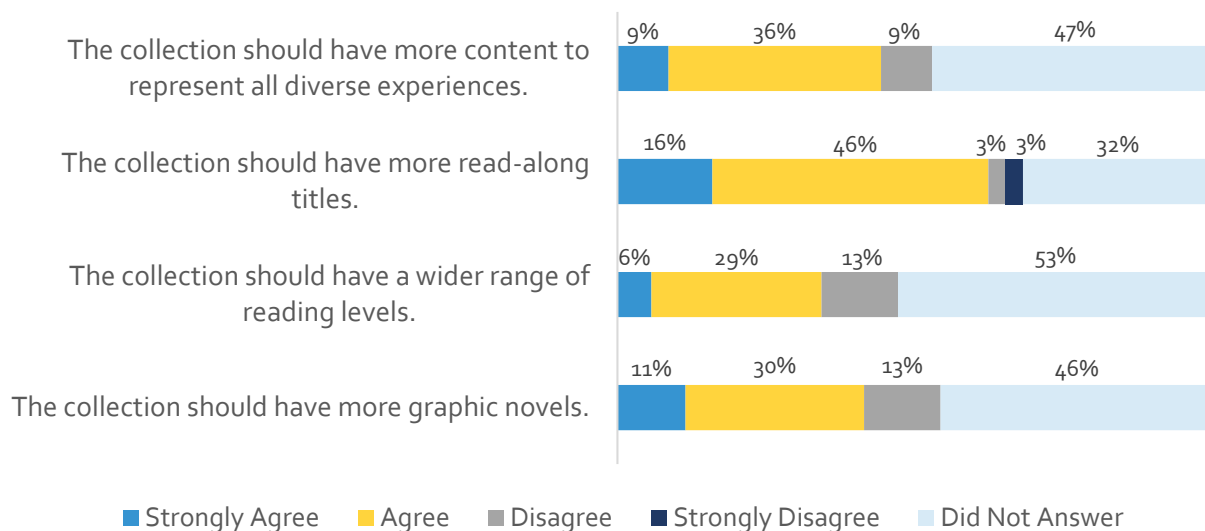
All in all, 100% of respondents indicated that they believe the materials that are in the collections are a good value for the cost of membership in the WSDLC.

The materials available in the collections are a good value for the cost of membership in the WSDLC.



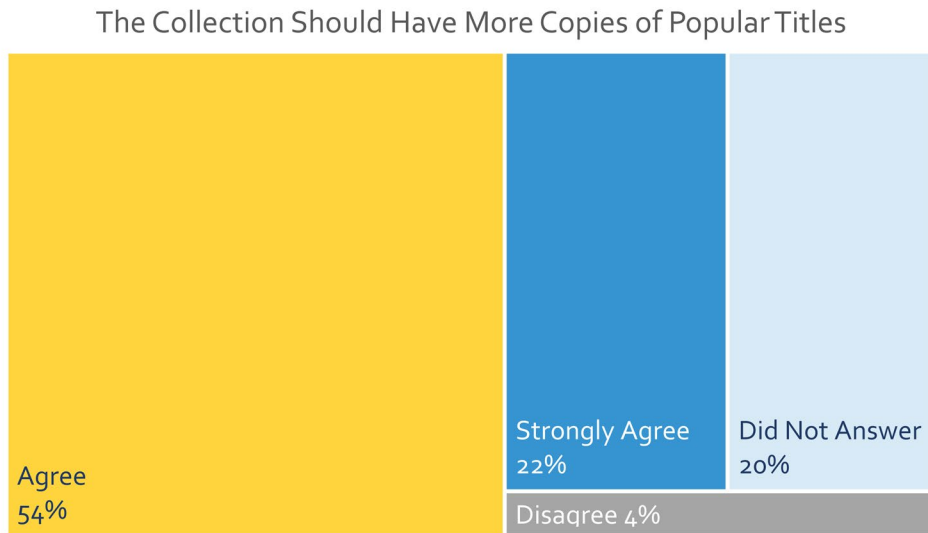
Collection Questions

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

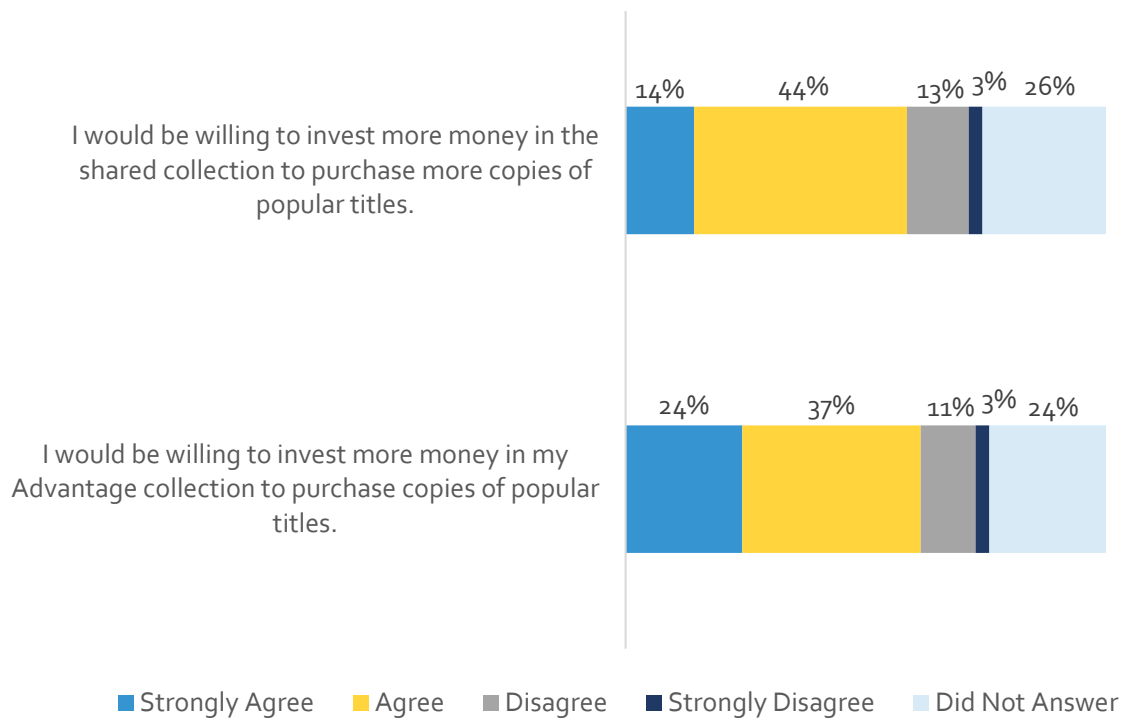


The results to these questions show that there is still a marked interest in the collection having more titles available that represent all diverse experiences, read-along titles, and graphic novels.

When asked about popular titles, respondents overwhelmingly agreed that the collection should have more copies of popular titles.



When asked about purchasing additional copies of popular content, over three-quarters of respondents would be willing to purchase more copies for the consortium, while 80% of respondents would be willing to purchase more copies for their school/district with the Advantage account.



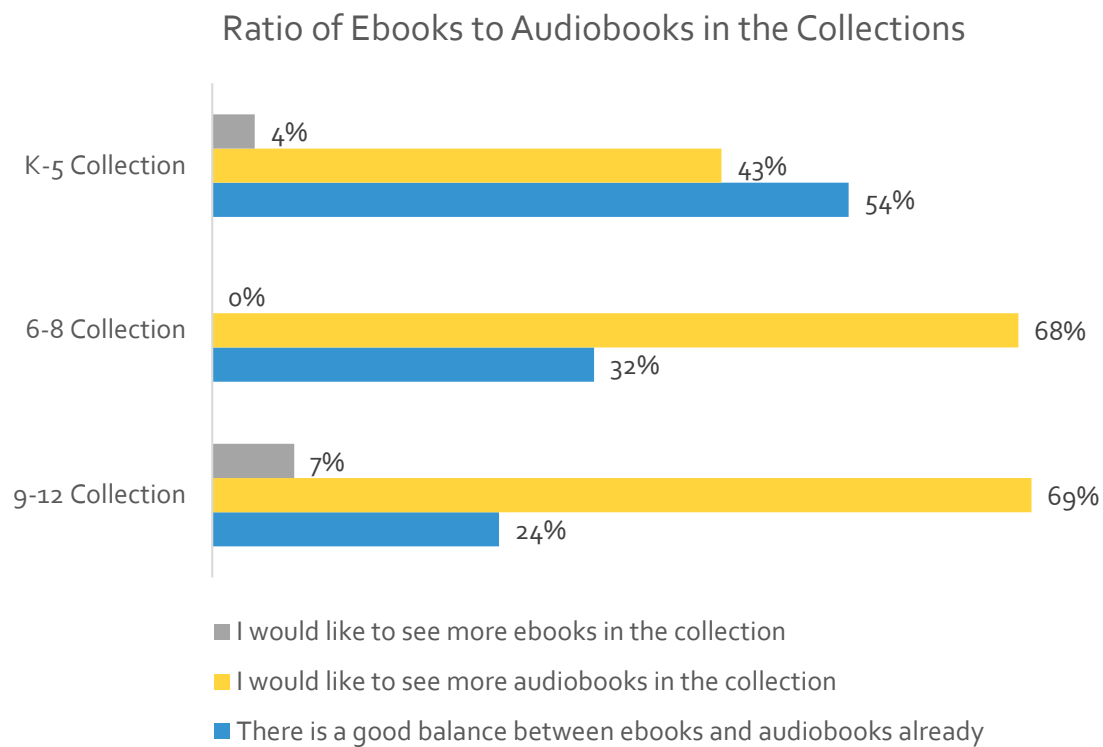
Collection Format Balance

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 76% ebooks and 24% audiobooks. The majority of respondents (54%) think that there is a good balance between ebooks and audiobooks in the Juvenile collection, while 43% would like to see more audiobooks added to this collection.

Within the 6-8 Collection, 76% are ebooks and 24% are audiobooks. The majority of respondents (68%) would like to see more audiobooks added to the Young Adult collection, and the remaining 32% of respondents indicated there is already a good balance between ebooks and audiobooks in this collection.

The 9-12 Collection is 65% are ebooks and 35% are audiobooks. Over two-thirds of respondents (69%) would like to see additional audiobook titles added to the Adult collection. 24% of respondents think there is a good balance between ebooks and audiobooks already.

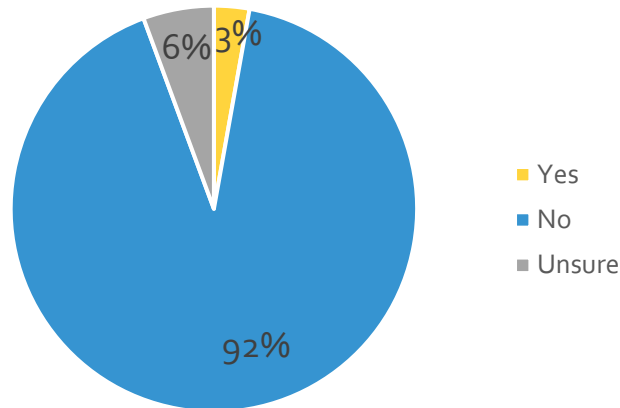


Challenges to Materials

Since 2021, libraries across the country have been 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.

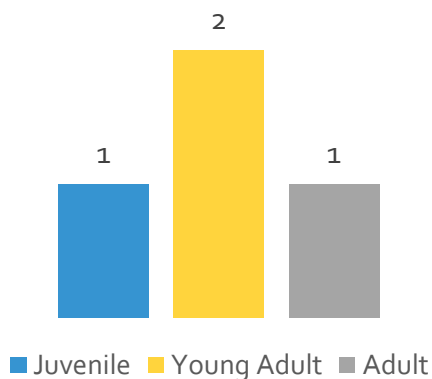
The majority of respondents (84%) have *not* received a challenge to WSDLC titles, however 13% have responded "Yes". The remaining 4% of respondents are unsure if their school/district has received challenges on materials in the WSDLC collections.

Has Your School or District Faced Challenges to Materials in a WSDLC Collection

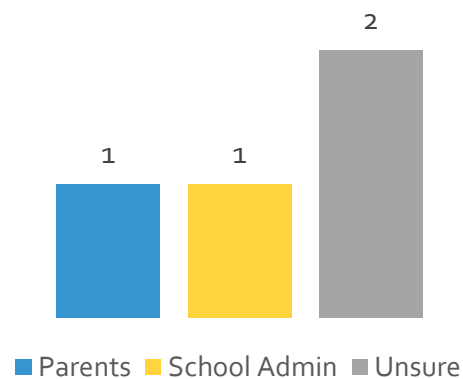


Respondents who answered "yes" to this question were also asked to identify where these challenges were coming from, and for which collections: Two titles that are within the Young Adult collection received a challenge, and one title in each the Juvenile and Adult collections received challenges. Of these four challenges, only two we known to come from either parents within the school district, or from school administration.

Collection(s) in Which Titles Have Been Challenged

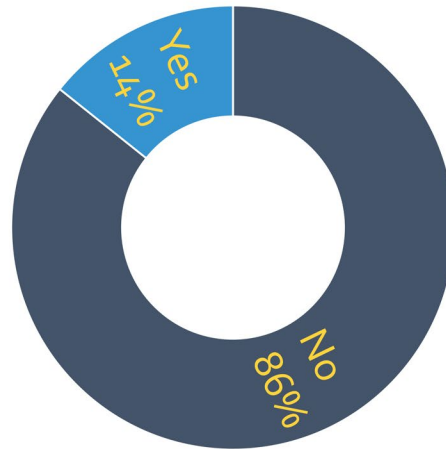


Where Challenges Are Originating



The WSDLC website includes a Reconsideration of Materials form, which members are encouraged to share when they receive questions about materials. In this survey, respondents were asked if they have referred people to the WSDLC Reconsideration Form on the WSDLC website. The majority of respondents indicated that they have not, while 14% of respondents have shared out the Reconsideration of Materials form.

Have You Referred Folks to the WSDLC's Reconsideration of Materials Form?

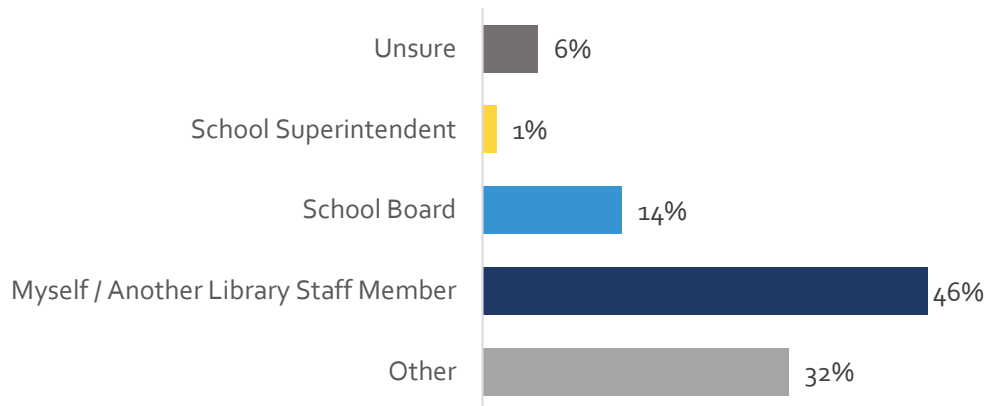


Collection Policies

Respondents were asked who created their district's Collection Development Policy, and if they have separate collection policies for library materials and classroom materials. 67% of respondents indicated that they do have separate policies for their library materials and their classroom materials; 20% indicated that they do not have separate policies, and 2% of respondents were unsure on this point.

For those that have a Collection Development Policy in place, the majority of respondents (46%) indicated that it was either them or another library staff member that created the policy. 14% of respondents indicated it is the School Board's responsibility; 1% indicated it is their School Superintendent; and another 6% were unsure who creates their district's Collection Development Policy.

Who Creates Your District's Collection Development Policy?



The 32% who responded "Other" were given the opportunity to further share who creates their district's Collection Development Policy:

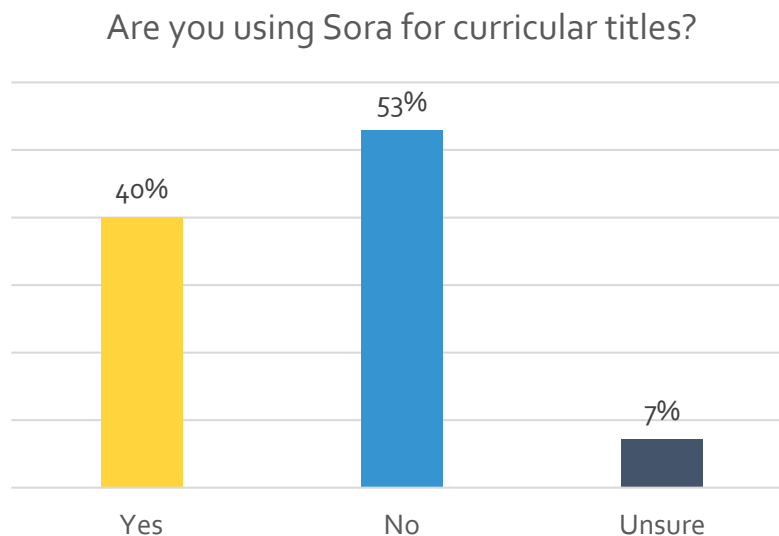
- A combination of librarians, district administrator and the school board.
- All Library Media Specialists, the District Superintendent, Director of Curriculum & Instruction, and School Board Policy Committee Members had a voice.
- Collaboration of the above
- Group of us: curriculum department, librarians, directors of curriculum
- I have created a detailed protocol that was approved by Admin, and Admin and the School Board utilize Neola policies for our "official" policy.
- I just updated our policy, I worked with a committee and then taken to and approved by the school board
- Library Media Specialist creates policy but admin and school board approve and put into place.
- LMC, Curriculum, Tech, School Board
- Mostly, the school superintendent, my boss the director of technology, the School Board, and a little input from me.
- myself along with the Superintendent
- Myself and the other librarian drafted the policy, and then the district admin team adjusted it before it went to the board for approval.
- Our collection development policy is pretty old and was created before I moved into the position, but that was 27 years ago. We have revisited it once since then, but I have not even looked at it or spoken with admin about it in a long time, so that will be a priority moving forward.
- Our library media specialist teams reviews and makes recommendations on current policies to our admin and school board. The board then votes on the policies. They have final say and approval, but I feel that we have the opportunity to be heard.
- Our library team makes a proposal for our collection development policy and then it must be approved by the school board.
- Staff and librarians
- The policy is created by the LMS and approved by the School Board.

- We are currently working on this policy to make the library and the classroom materials policies be more specific or different. At this time it is a conversation between the Director of Curriculum, Superintendent, and myself as Library Media Coordinator
- we do not currently have a policy; I am writing it.
- We do not have any set policies - classroom or library. This is a current priority area that is not yet complete.
- We use Neola for all board policies, so they are written by Neola and only small edits are made by the applicable parties.
- We use NEOLA policies but currently we have a board member who wants to rewrite it because she has many changes she wants made. Not sure on if that will happen or pass the full board for approval.
- We work collaboratively on it.



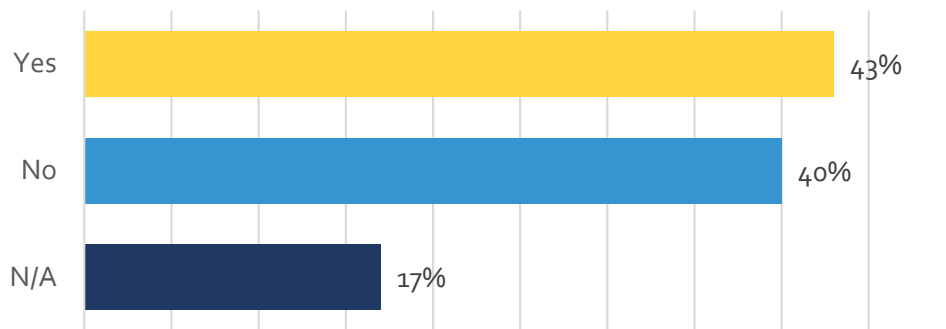
Curriculum

OverDrive has been developing some new features connected to curriculum, and so respondents were asked if they are using Sora for curricular titles. The responses were split, with 53% of respondents indicating that they **do not** use Sora for curricular titles, while 40% indicated they **do** use Sora for curricular titles.



The survey then asked if there is interest in analytics for curriculum usage, and 43% of respondents indicated they are interested; 40% were not interested, and another 17% opted out of answering since they do not anticipate using Sora for curricular titles.

Are you interested in analytics for curriculum usage?

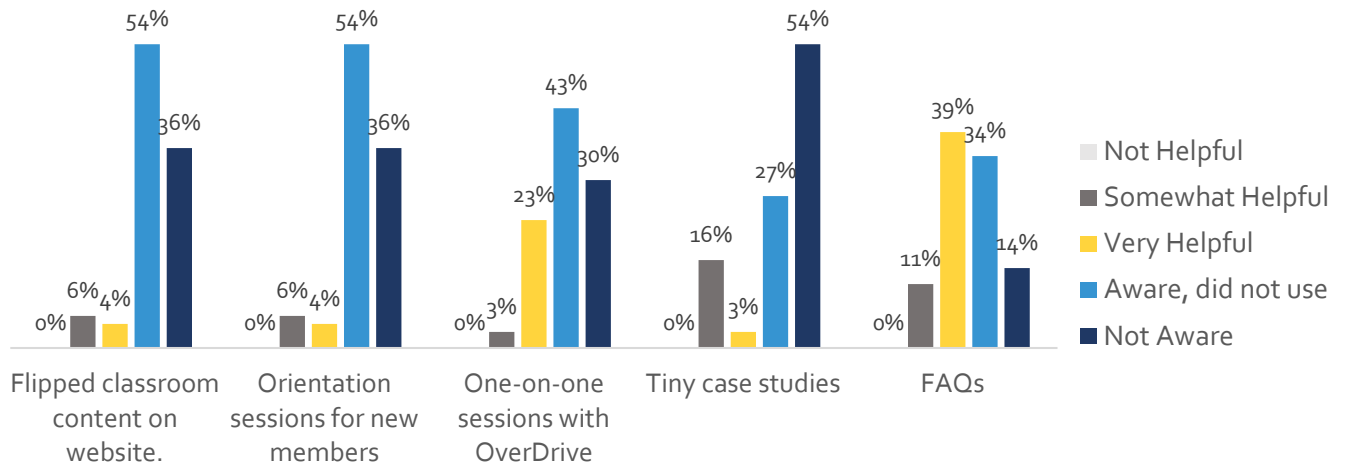


Training Resources

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

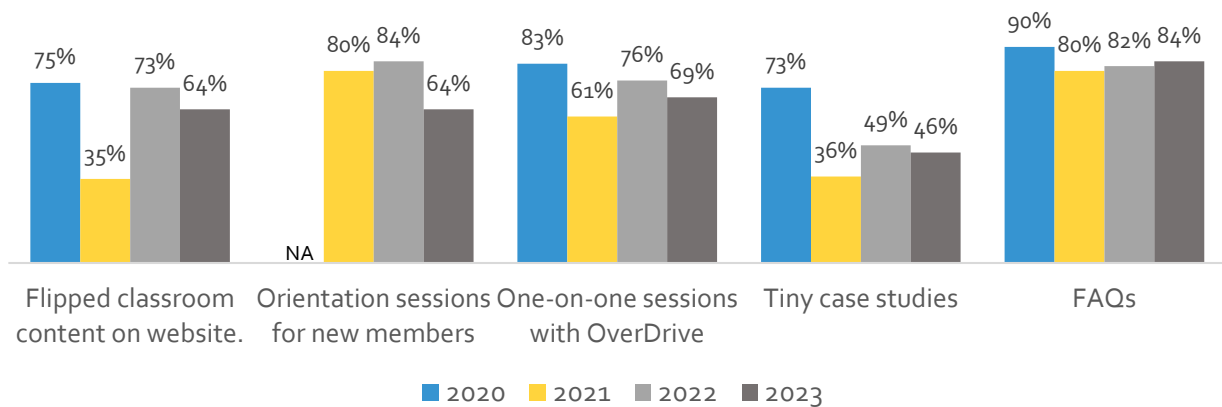
- **Flipped Classroom content on the website:** Self-paced training resources on a variety of topics that include definitions, how-tos, videos, modules, and links to other OverDrive resources.
- **Orientation sessions for new members:** In September 2022, OverDrive hosted two “new member webinars” to introduce 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 70 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.



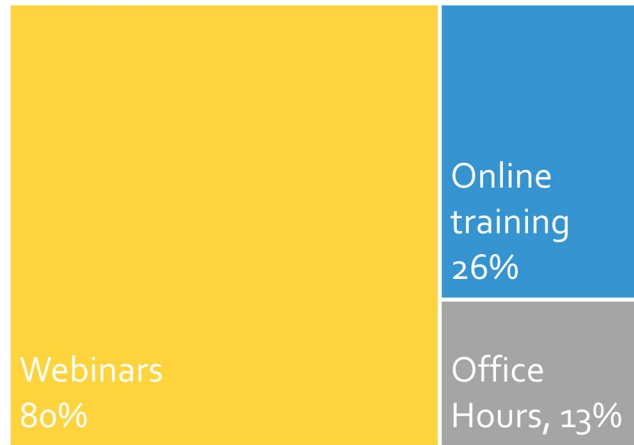
Although the respondents that knew about the training opportunities and resources and used them found them to be helpful, the overall awareness of these resources has dropped since 2022 in all areas, except for the FAQs where awareness grew by 2%.

Awareness of Training Opportunities & Resources 2020-2023

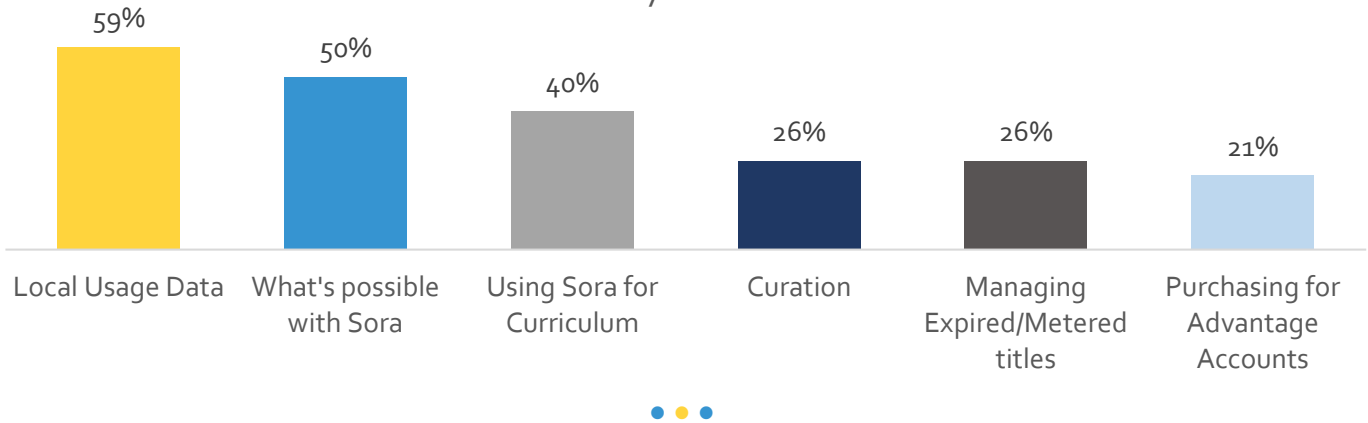


In addition to the OverDrive training resources (Orientation Sessions and One-on-One sessions), OverDrive offers comprehensive training in a variety of areas. Respondents were asked their preferences in learning about new features, and the subjects they would most like to learn about. Respondents indicated that they prefer to learn about features through Webinars. One-quarter of respondents indicated they prefer online training opportunities, and 13% preferring open office hours with OverDrive staff. The subject areas that respondents are most interested in are “Local Usage Data” (59%), “What’s Possible with Sora” (50%), and “Using Sora for Curriculum” (40%).

How do you prefer to learn about Sora features?



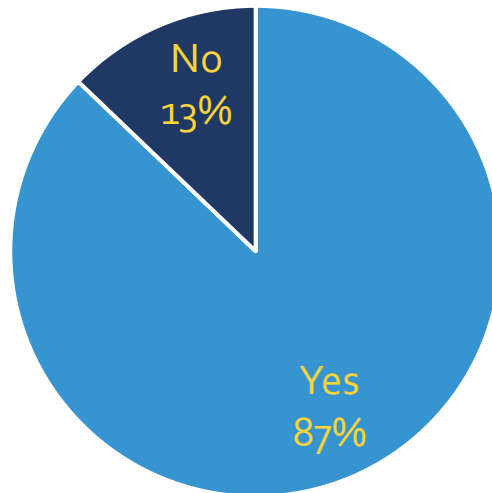
What areas would you like to learn about?



Marketing

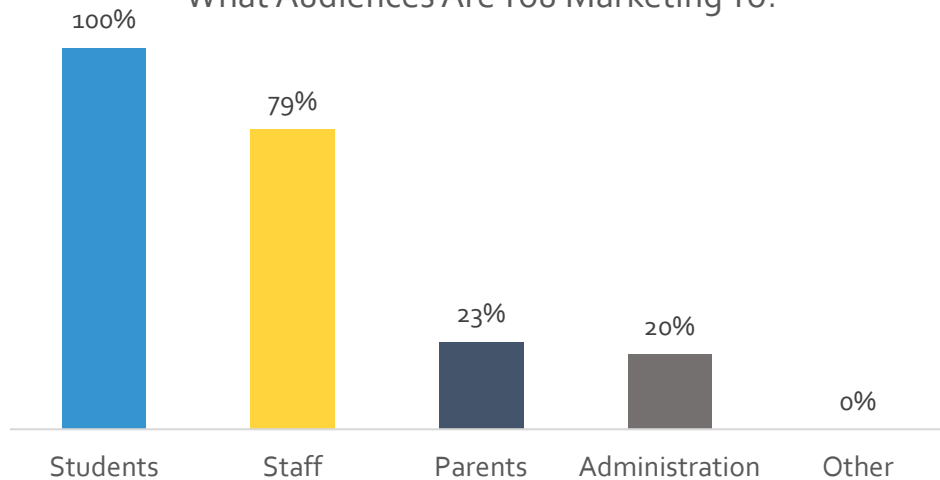
Over three-quarters of respondents have been actively marketing the WSDLC collection.

Do You Actively Market the WSDLC Collections?



Of the respondents that are marketing the collection, all are marketing to students, with just over three-quarters also marketing to staff. One-quarter of respondents are marketing to parents, with others also marketing to their administration.

What Audiences Are You Marketing To?



Respondents were given the opportunity to share how they are marketing the WSDLC collections at their schools. Many respondents are doing similar things, such as making sure the Sora app is included on all student and faculty device; including Sora information on the website, Google Classroom, school's Facebook page, and the school's website for the full school community, including parents; showcasing Sora during library and classroom times; monthly book features and curated collections; and promoting Sora via posters in the school, blurbs in newsletters, flyers, and t-shirts.

Other successful marketing efforts include:

- Shelf-talkers next to some print books when title is available on Sora.
- App information shared directly with students and parents by faculty for summer reading, and other times the school is closed for vacations and breaks.
- Begin each year with reminders that it exists and how to access it.
- Bookmarks are the checkout counter.
- Stickers inside physical books if audio is available on Sora.
- During library checkout, if we do not have it on the shelf, we check if it is on Sora and show students how to access it if they do not remember.
- Book contest / Reading contest. Examples include:
 - contests to see which students/grades were reading the most books on Sora.
 - We have challenges in grade levels and offer rewards and prizes for logged reading and checkouts.
- Currently I am showcasing the magazine collection with a bulletin board display and as an option during library time.
- I have students log in during library time and learn how to use it. Then I encourage them to check SORA if there is a book they want that we don't own.
- I have signs with QR codes that take them to specific Sora collections, or to specific books.
- I create a Google Slideshow book talk that links to Sora.
- We have a book of the month club - this is advertised to students and staff regularly and we purchase an ebook and an audiobook copy within SORA for each month's title
- we create 2 different summer reading lists - we also purchase an ebook and audiobook copy within SORA for each title on those summer reading lists and this is promoted as well.
- We also have pushed out a bookmark to all Chromebooks in the district that takes the user directly to Sora.

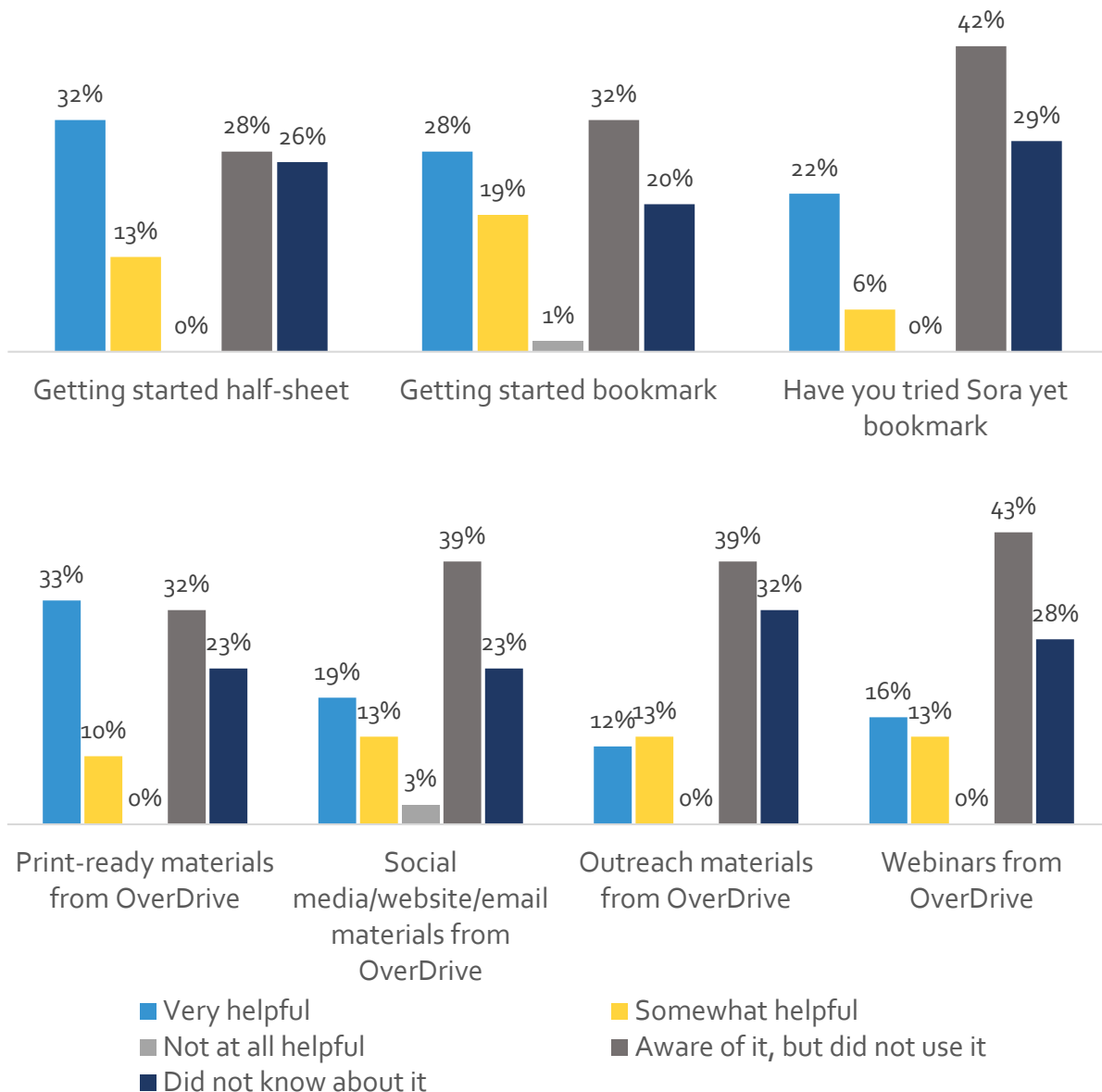
Of those who are not actively marketing, all respondents indicated that they do not have the time to do so. In addition to not having the time to market, nearly half of the respondents indicated that they aren't sure how best to talk about the collection, and 22% indicated that they don't have the materials they need.



Two-thirds of respondents indicated that there are additional reasons that they don't market the collections, and were given the opportunity to share why. Responses include needing additional direction on how to market to both students and staff; inability to market due to lack of support from school boards; and the collections are easily accessible from student resources pages.

In 2019, WiLS created some materials for marketing the collection, which were updated and expanded on in 2022. 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, just over of one-third of the respondents did find at least one of the WSDLC marketing materials useful, and on average one-quarter of respondents found at least one of OverDrive's marketing materials useful.

Helpfulness of Marketing Materials



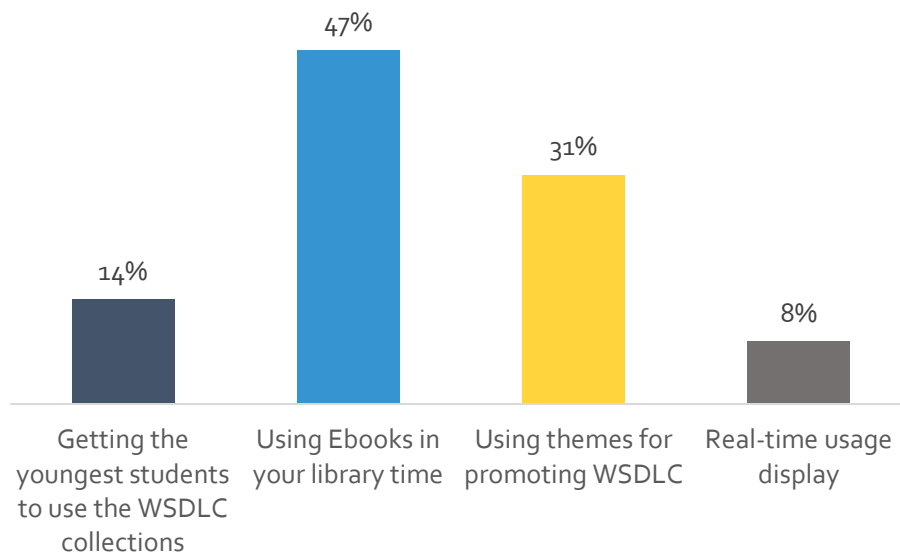
Respondents were given the opportunity to provide more insight on marketing the WSDLC collections, which includes:

- I did find the marketing materials that opened in Canva to be the most helpful as I could customize them
- The marketing has not been strong this year due to time.
- I like when the marketing is differentiated by school level. My HS students don't like cutesy stuff. It's more impactful to use when it's directed to a specific audience.
- Other school software offer programs to make "teacher experts", such as BrainPop has their CBE (Certified Brainpop Educators) program. It's an optional program teachers can do. Then they stay on top of the latest trends and can do inservices with teachers, etc. I see something like this being useful for some teachers and helping to expand Sora use.



Member Success With...

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



Nearly half of respondents, 47%, have had success using eBooks during their library time. Nearly one-third of respondents, 31%, found that using themes helped promote the WSDLC collections. Fewer respondents, 14%, felt they have had success getting the youngest students to use the WSDLC, and only 8% of respondents felt they had success using real-time usage displays.

Respondents also had the opportunity to share additional successes they've had with the WSDLC collections. These successes include:

- assigning audio to support students in ELA classes

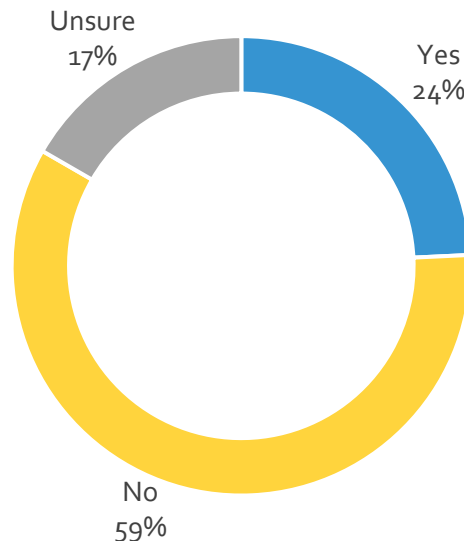
- Homeroom book clubs, supplemental audio books for students in book clubs
- I share our district metrics at our end of the year board celebrations.
- In our high school library we have study hall students for 60 minutes each period of the day. This year we decided to highjack 5 mins. of their time to do a "Daily 5"; we do a variety of things with this 5 mins., but several times we have highlighted a theme in SORA, like biographies, or read a snippet from a book and then showed how it is available in multiple formats within SORA.
- I've made posters with QR codes that take them to certain collections (LGBTQ for example)
- Virtual Choice Boards



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?



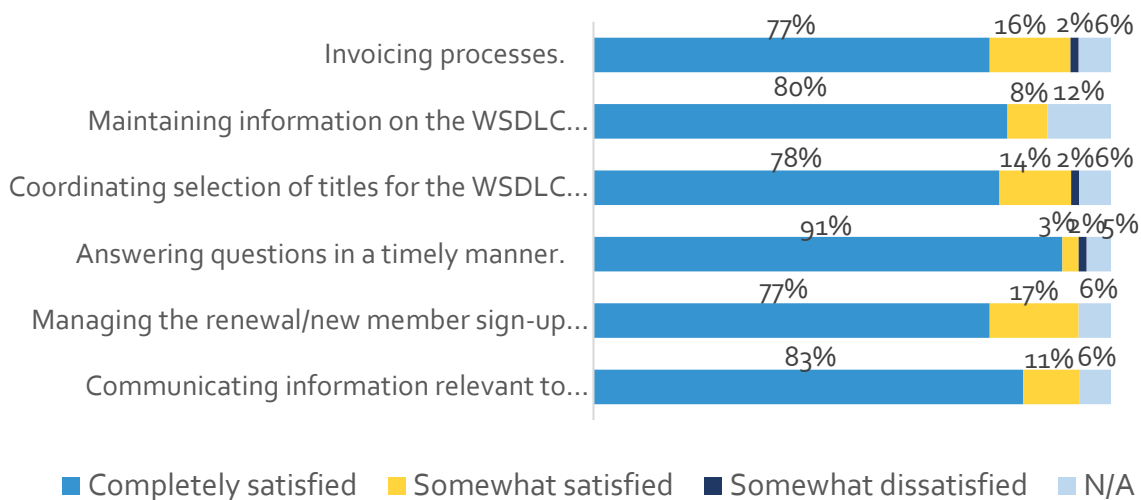
Over half of the respondents (59%) do not see home broadband access as a barrier, while just under one-quarter *are* encountering this barrier. There was an opportunity to provide additional insight on broadband limitations, and many respondents indicated that part of their Sora usage training focuses on how students can download checked-out titles to their devices while on wifi so they can access the title(s) when they do not have an internet connection available.



WSDLC Project Management

Respondents were asked to provide feedback on how they felt the WSDLC Project Management team was performing. Respondents were largely satisfied with the services being performed, with 2% of respondents indicating they were someone dissatisfied with the timeliness of responses to questions, coordinating selection of titles for the WSDLC collections, and the invoicing process. Additionally, all respondents found that the Project Managers are approachable.

Member Satisfaction with Project Management Service Areas



Additional Feedback

Respondents were given the opportunity to add other thoughts and suggestions that were not covered elsewhere in the survey:

- I appreciate being part of the WSDLC because it gives our students access to many more ebooks and audiobooks than we'd be able to provide on our own. The addition of magazines has been a great awesome. I know this is more of an Overdrive issue, but I wish that the curation process was a little easier. I feel like the consortium's collections are often focused more on juvenile titles, so I like to create my own collections that focus on YA/adult titles. Every few months I turn on the consortium's collection to see what's available. Afterwards I then have to look at each collection and delete the ones that are primarily juvenile titles, especially ones that are easy readers. It would be nice if there were more consortium collections that were entirely YA/adult titles.
- Keep up the great work! Your service is a lifesaver on my budget!
- I feel many of the titles that are added to the WSDLC collection are appropriate and appealing to students; sometimes I detect political bias and leanings in what is selected, so I'd appreciate balance considering audiences we are appealing to across the state, not just in metro areas. Still, I appreciate the work that is done to include popular titles. I will sometimes check what is offered in SORA to inform some of my print title purchases as well.

- This is a fabulous resource for our students that we would not be able to afford on our own. Thank you for managing and maintaining it so well - keep up the great work!
- We have a large Hispanic population, so I appreciate the Spanish books available as well as the ability to change the page to Spanish.
- I'm grateful that this opportunity exists. I would never be able to curate a diverse K-12 collection independently! I do wish it were somewhat easier for WSDLC members/kiddos to sign on, but I understand the limitations.

