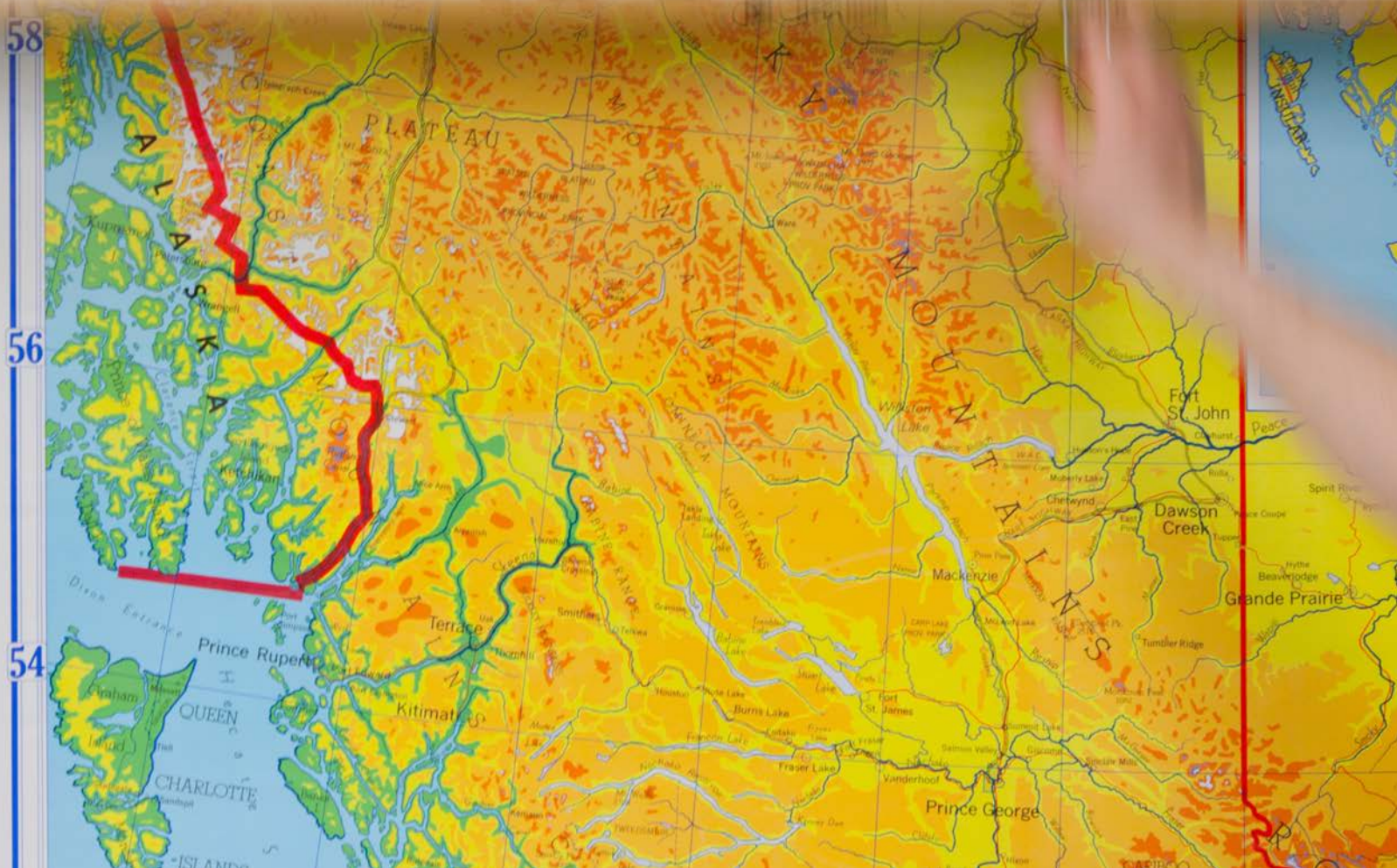


► CILS in Transition

BC COLLEGE AND INSTITUTE LIBRARY SERVICES (CILS)
2012-2013 ANNUAL REPORT



CILS is a publicly funded organization that provides print disabled BC post-secondary students with the accessible course material they need to succeed.

We are passionate about making teaching and learning materials accessible. We are advocates for students with print disabilities. We believe in personalized support, equal access to information, and the development of a collective repository of knowledge. Open-minded, collaborative, and student-centred. We are CILS.





► Table of Contents

ANNUAL REPORT, APRIL 2012 – MARCH 2013

Mandate	4	CILS News	17
Executive Summary	6	Financial Report	19
Service Goals	8	Appendixes	
CILS Priorities	8	1: Staff Profiles	20
Key Operational Areas	8	2: Data	22
Background	11	3: Alternate Formats and Costs	28
CILS in Context	11	4: Events and Activities	30
Partnerships	13		
Planning	15		

Serving BC's Print Disabled Post-Secondary Students

Located at Langara College

Funded by the Ministry of Advanced Education, Innovation and Technology

Student Aid BC

Prepared May 2013 by

Stephen Blaeser & Tara Robertson

CILS Librarians

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Vancouver, BC V5Y 2Z6
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Web: www.langara.bc.ca/cils

► Mandate

CILS' mission is to provide print-disabled post-secondary students with equitable access to educational resources either by borrowing or creating accessible alternate format materials.

For students with a print disability, reading a textbook, a journal article, a website or accessing an online course or database can be a barrier to pursuing post-secondary education. To remove these barriers, CILS assists those with print disabilities to successfully access post-secondary educational opportunities, and become skilled members of BC's workforce.

In order to fulfill its mandate CILS strategically develops services in partnership with post-secondary disability coordinators and librarians, and collaborates with other provincial, national, and international organizations.

DID YOU KNOW?

CILS converted 192,153 pages of print into alternate formats from April 2012 to March 2013.



► Executive Summary

In recent years CILS has provided an increasing number of print-disabled British Columbians with their academic or trades learning materials in an accessible format. Since 2004, the number of individuals registered with CILS has increased from 421 to 983, and the number of alternate format materials produced has increased from 178 to 825. CILS has met this need through technological innovation, creating a significant collection of accessible materials, sharing resources, and procuring contracting work when appropriate.

In the past decade, CILS has transformed itself from an audiobook production service to a digital library with the capacity for the in-house production of a range of accessible formats including electronic text (e-text), digital audio (MP3), Digital Audio Information System (DAISY), Kurzweil, and ePub.

Accessible resources are created individually for each client. CILS staff work directly with clients and partners at the institutional level to identify the specific accessibility features and format required to most efficiently meet the client's specific needs.

While production remains a focus for the CILS team, particularly the creation of alternate format materials, CILS fulfills most requests (60%) through inventory or loans from other organizations. This year, through reciprocal borrowing agreements, CILS was able to source 112 titles from partners. Additionally, the CILS collection houses thousands of accessible resources, and CILS librarians employ rigorous metadata standards to share and make these valuable resources discoverable.

As a centralized service for 20 post-secondary institutions in BC, CILS leverages an economy of scale to share resources among institutions. CILS ensures resources are only create or sourced once, avoiding duplication amongst institutions.

Despite the challenges engendered by increased demand, CILS offers excellent service and is able to fulfill client requests for materials on average within one week.

In order to meet its obligations to clients and the BC Ministry of Advanced Education, Innovation and Technology, CILS continues to

- improve responsiveness and communication with students,
- improve production efficiencies,
- increase learner access to alternate formats,
- develop and deliver training tools and workshops, and
- encourage collaborative mechanisms.

To meet these goals, in addition to the production, borrowing and loaning of alternate formats, CILS provides clients and partners with information services, training in the use of assistive technology and alternate formats, and researches and develops new technology and partnerships.

Objective 1.3 in the British Columbia Ministry of Advanced Education, Innovation and Technology's 2013/14–2015/16 Service Plan is to increase participation and successful completion of all students through the strategy of providing support to disabled learners¹.

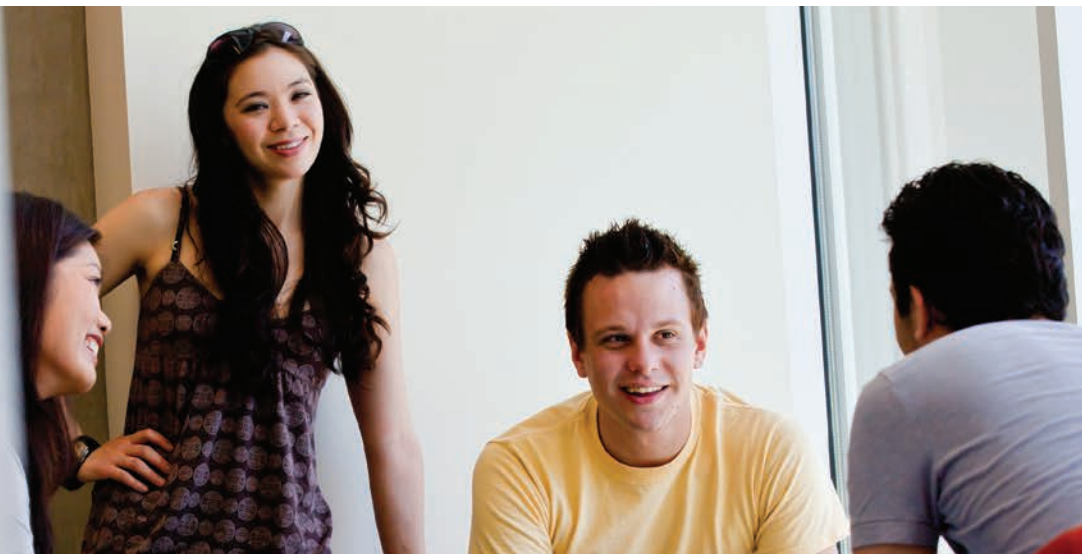
As such, CILS continues to support the stated objectives as well as student success by providing access to the materials perceptually disabled students need to succeed in their post-secondary educational endeavors.

¹*British Columbia Ministry of Advanced Education, Innovation and Technology. 2013/14–2015/16 Service Plan. Pg 13. www.bcbudget.gov.bc.ca/2013/sp/pdf/ministry/aeit.pdf*

**BC MINISTRY OF ADVANCED
EDUCATION, INNOVATION
AND TECHNOLOGY**

Objective 1.3:

*“Increase participation
and successful completion
of all students.”*





▶ Service Goals

APRIL 2012 - MARCH 2013

This report presents outcomes relating to priorities set out in the BC Ministry of Advanced Education funding letter dated September 24, 2012.

CILS PRIORITIES

CILS priorities for 2012/2013 services are outlined in the funding letter, as follows:

- Continue to improve responsiveness and communication with students, disability coordinators, librarians and other stakeholders by lending alternate formats, consulting on best solutions, communicating through a variety of electronic and personal means, and following up with surveys to determine students' needs;
- Continue to improve production efficiencies by maintaining and developing partnerships with other agencies, services and consortia, and by researching appropriate technology;
- Increase learner access to alternate formats to ensure equity of access, support and promote institutional effectiveness and program diversity by establishing and maintaining appropriate liaison with the clients, the service providers and the on-line community through improved communication;
- Develop and deliver training tools and workshops to inform new disability coordinators, librarians and related personnel, and students about alternate formats, CILS services and accessible on-line learning;
- Encourage collaborative mechanisms with BC campus, Electronic Library Network, and other provincial groups.

KEY OPERATIONAL AREAS

Key operational areas outlined in the CILS Review and its Logic Chart include:


Loaning Alternate Formats

Of the 2,642 format requests made between April 2012 and March 2013, 1,550 requests were fulfilled, fully or partially, directly from the CILS collection.

However, in 31% of these cases CILS also needed to produce alternate formats. For example, the student may have required a newer edition or different format to fully accommodate their request.

Borrowing Alternate Formats

Whenever possible, CILS borrows alternative formats from other institutions. Of the 2,642 requests processed this fiscal year, CILS was able to borrow 112 alternate formats, thus saving time and money. During this same time period, CILS lent 59 productions to other partner institutions, both inside and out of British Columbia.



“Your services have been a great help to me so far, and I’m sure now being more familiar with the service it will continue to help me.”

Keegan Bassler
Capilano College student

Production of Alternate Formats

CILS processed 2,642 format requests between April 2012 and March 2013. Of these requests, CILS produced 825 alternate formats. These productions included e-texts, MP3, DAISY digital talking books, Kurzweil files, ePubs and PDFs. When production is required, it takes an average of 20 days for CILS to provide the client with the material they have requested, whereas when production is not required CILS provides clients with their material in less than a week, often in a single day.²

Providing Information Services

CILS provides telephone and email support to students across the province. Since July 2012 CILS has offered a toll-free number to improve access for students. On average CILS has received 10 calls per month though this number.

CILS staff members not only search for materials and information required for students to successfully complete their coursework, they also advise students, instructors, and other post-secondary staff on alternate formats, accessibility compliance, and practical tools for accessibility and the accessing of information.³ In order to ensure that disability coordinators have current information at their disposal, CILS offers a weekly progress report to document all information touching on a specific request. In the fall and spring semesters CILS sent out a digital newsletter to students and one to coordinators. This newsletter not only allows CILS to foster communication with our clients but also gauge service effectiveness.

² See Appendix 2, Figure 2b: Average Wait Times to Fill Requests Requiring Production, 2012-2013

³ See Appendix 3: Alternate Formats and Costs

Training Clients and Partners

Training workshops, seminars, and tours of the CILS facilities introduce others to assistive technology and alternate formats being produced, stored and procured at CILS. This fiscal year CILS conducted multiple tours, visits, training both on and off site. For more information on events that occurred throughout the year, see Appendix 4: Events and Activities.

New Technology

Kurzweil production: CILS is now in its third year of Kurzweil production, and continues to refine the Kurzweil production process.

New Scanner: CILS purchased a new duplex scanner to replace an eight year old model. The new scanner is an improvement on the old system in terms of speed and accuracy. The older scanner will be used as a backup during the heavy production periods.

Digital Delivery: CILS began a digital delivery pilot in order to get material to students in a secure, efficient and timely manner. Learn more about this service in CILS News, Digital Delivery Pilot on page 17.

Developing Partnerships to Achieve Goals

CILS delivered a report to other CAER members in Ottawa in May 2012. Through CAER, CILS gains reciprocal interlibrary loan access to alternate format materials produced across Canada.

The CILS Advisory committee held its annual meeting in June 2012.

BC disability coordinators received a CILS report in June at their articulation meeting.

The Council of Post-Secondary Library Directors received a CILS report in May 2012 and in November 2012.

Throughout the year CILS met with colleagues from Post-Secondary Communication Access Services (PCAS), Assistive Technology British Columbia (AT-BC), Provincial Resource Centre for the Visually Impaired (PRCVI), and Access and Diversity at the University of British Columbia to discuss service commonalities and to share knowledge.

► Background

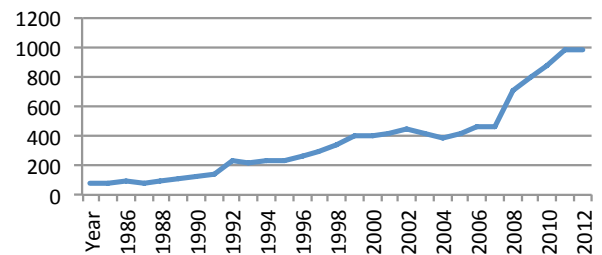
CILS IN CONTEXT

In 1985, CILS received a grant of \$70,000 from the provincial government to serve perceptually-disabled college students. At that time, CILS' main activity was to produce books-on-tape for perceptually-disabled BC college students. In the same year, CILS served 72 students by producing 22 books, and buying or borrowing others when available.

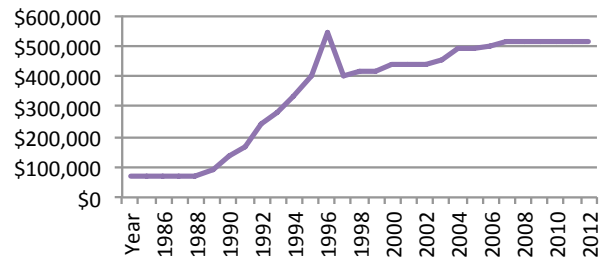
Over the next decade demand for CILS service grew steadily, and by 1995 CILS served 226 BC college students by producing 145 titles. In the same year the province of BC provided CILS with an annual budget of \$330,000.

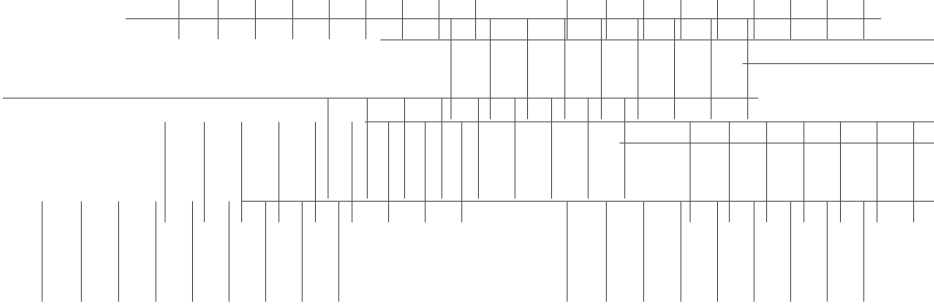
By 1998, personal computer use was becoming increasingly wide spread, and in order to take advantage of emergent technology such as screen magnification and text-to-speech, CILS began producing e-text.

Number of Clients



Ministry Grant





In 2002, CILS again innovated by establishing a DAISY production process.

In 2004, demand for CILS services rose sharply. This is indicated by an increased number of individuals registering for CILS services, and by the number of alternate format materials produced by CILS.

This transition was facilitated by the addition of professional librarians to the CILS team, who ultimately established modern business workflows. These workflows included a tracking database, a central server on which to store the growing CILS collection, and metadata and cataloguing practices to facilitate resource sharing and discoverability. Additionally, other formats were added to CILS offerings, such as MP3, PDF, Kurzweil and ePub formats.

The demands placed on CILS have risen sharply since 2004, with the number of registered clients expanding from 421 to 983. During that time period the number of alternate format materials produced also grew from 178 to 825. Moreover, CILS has enabled this rapid growth without a significant budget increase. Over the long term this increase is not sustainable.

Additionally, CILS has leveraged its production expertise by creating a collection of alternate format materials. In the last fiscal year, 60% of client requests were fulfilled from this collection, representing significant savings over the cost of production.⁴

“I appreciate you taking time out of your day to send me the different editions of the my text, etc. You have no idea how much I am looking forward to improving my grades and understanding! Thank you so much.” Melissa Thomson - Selkirk College student

PARTNERSHIPS

Collaboration is the foundation of the CILS operation. Through agency partnerships, CILS identifies emerging needs, improves access to resources for CILS clients, promotes responsive public services, reduces waiting times, identifies new technology and gains significant cost savings through sharing of resources.

Colleges, Institutes and Universities

CILS' most important partners are the colleges, institutes, and universities where CILS clients study. Given that CILS works with students at a distance, strong relationships with disability service providers, library staff, and other personnel are essential to ensure that students receive the course materials they need in the format they need.

This year, CILS librarians embarked on more site visits to discuss ongoing innovations, procedures, processes and to solicit feedback. Douglas College, Okanagan College, Capilano University, BC Institute of Technology and the Justice Institute were among the site visits carried out this year.⁵

CILS also ensures prompt service and effective collaboration by assigning individual staff members as the main contact points for each institution. This personalized service has resulted in faster service, with requests taking on average less than one week to fulfill.⁶

CILS Advisory Committee

The CILS Advisory Committee meets annually in order to foster best practices by providing a forum for collaboration, support, and sharing of information. The purpose of the CILS Advisory Committee is to advise CILS of student needs, give feedback on products and services provided by CILS, and to share information about needs, trends, opportunities, and technology.

The 2012 CILS Advisory Committee included representatives from the Disability Services Articulation Committee, Assistive Technology BC (AT-BC), The Council of Post Secondary Library Directors, The Provincial Resource Centre for the Visually Impaired (PRCVI), UBC Access and Diversity, the VCC Program for the Visually Impaired, Industry Training Authority, as well as CILS clients and staff.

⁴ See Appendix 2, Figure 1a: Requests Fulfilled, 2012-2013

⁵ See Appendix 4: Events and Activities

⁶ See Appendix 2, Figure 2a: Average Time to Fulfill Requests, 2012-2013

British Columbia Partnerships

CILS staff members collaborate with and attend the Disability Services Articulation Group annual meeting in order to promote and be more aware of student needs. CILS presents a bi-annual report to the Council of Post-Secondary Library Directors to inform them of new technology and cost-savings that can happen with resource sharing. Additionally, CILS meets regularly and collaborates with other disability service organizations such as PRCVI, AT-BC, and UBC Access and Diversity. This year CILS has also met with the University of Victoria and Royal Roads University to establish a basis for ongoing partnerships.

National Partnerships

National and international partnerships remain important factors in delivering cost-effective, responsive services to BC clients. These include the Canadian DAISY Consortium and the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER). Through CAER, CILS is able to obtain accessible materials from other alternate format producers under a reciprocal borrowing agreement. During the 2012/2013 fiscal year, CILS borrowed a total of 112 titles from partners, and loaned out 59 titles to partners. This represented considerable savings as each title borrowed meant that costly production was not required for that title.

Non-mandated Partners and Clients

Over the past fiscal year, CILS leveraged its expertise in the production of accessible content and through contractual arrangement produced accessible materials for the BC Library Cooperative, the Newfoundland and Labrador Ministry of Education, and Simon Fraser University.

MANDATED INSTITUTIONS:

British Columbia Institute of Technology
Camosun College
Capilano University
College of New Caledonia
College of the Rockies
Douglas College
Emily Carr University of Art + Design
Justice Institute of British Columbia
Kwantlen Polytechnic University
Langara College
Nicola Valley Institute of Technology
North Island College
Northern Lights College
Northwest Community College
Okanagan College
Selkirk College
Thompson Rivers University
University of the Fraser Valley
Vancouver Community College



PLANNING

With the number of individuals accessing CILS service increasing year over year⁷, the CILS planning process has focused on maintaining and improving service despite increased demand in a context of resource scarcity.

Formats and Timelines

In order to increase efficiency, CILS continues to focus on developing format offerings customized to the needs of each individual client, streamlining the production process by including only the accessibility features required by the client.

CILS, in consultation with clients, has opted to create less universally accessible but more efficiently produced formats in order to meet the volume of requests made for accessible materials.

While a PDF is not suitable for many students with severe visual impairments or blindness, it is often acceptable to many students with a learning disability. Consequently, after a production review, when CILS staff follow-up with a client, the client is often given a choice between two formats, such as e-text or PDF. In these instances, for example, the client

will be informed that an e-text of their book may take several weeks to produce, while PDF may take only a few days. Given that clients often require their learning materials within a short timeframe, and are very often already in class, struggling with inaccessible material, clients will often choose a faster format, even though they would prefer something else.

Despite the challenges of providing 983 active students with their course materials in alternate format, CILS currently fills most requests for accessible materials within one week,⁸ and an average of 20 days when a new production is required.⁹ Nevertheless, if the number of registered clients and productions continue to increase, it is likely that the time it takes CILS to fulfill requests will increase, particularly given that producing materials for the first time is significantly more labour intensive.

⁷ See Appendix 2, Figure 3: Total Registered Clients, 2006-2013

⁸ See Appendix 2, Figure 2a: Average Time to Fulfill Requests, 2012-2013

⁹ See Appendix 2, Figure 2b: Average Wait Times to Fill Requests Requiring Production, 2012-2013

Staffing

Currently, CILS has six full time staff members: two librarians, two library technicians, and two library assistants.¹⁰ Although much has been done to automate CILS processes, significant staff-hours are still required to respond to requests, maintain the collection and technical infrastructure, and produce and edit alternate format material. To this end, CILS hires student aides to assist with alternate format editing. Additionally, this past year CILS hired one temporary library assistant to help with customer service, scanning and editing. It would be advantageous to add another permanent library technician to the staff; however, ongoing funding is required.

Technology

CILS has adopted a proactive stance on technological change. CILS has embarked on several technological projects during the 2012/2013 fiscal period. Projects include a digital delivery pilot project, a digital newsletter, and installation of a new scanner. For more information on technological innovations that occurred throughout the year, see "CILS News" on page 17.

Strategic Planning

CILS staff members took time to discuss core values and an enduring vision. Items on the agenda included reviewing successes and challenges since November 2012, reviewing action items, rebranding CILS, the pros and cons of drawing in new partners from non-mandated institutions, and projects for the coming year.

Rebrand Project

The CILS name (College Institute Library Services) is not descriptive of what CILS does and clients have said that the name is confusing. The project's primary goal is to rebrand CILS, replacing the current name and branding elements with new ones. This will add clarity to the work that CILS does, while modernizing and raising its profile.

The first step of this project has been to seek approval from the Ministry of Advanced Education, Innovation and Technology. Approval was given on the 15th of March, 2013. The second step has been to carry out an initial brand convictions session, and report back to the CILS group. The rebrand project is ongoing.

¹⁰ See Appendix 1: Staff Profiles

► CILS News

DIGITAL DELIVERY PILOT

CILS began a digital delivery pilot project to enable students and coordinators to download material (e-text, digital audio, PDF, DAISY, etc.) produced or stored by CILS in a secure, efficient and timely manner. With this project, students are able to significantly reduce their wait times. Oftentimes, even though material is ready, students (especially those outside the Lower Mainland) are required to wait for their materials to be physically delivered to their campus. This can add delays from days to weeks depending on a student's situation. CILS continues to offer CDs/DVDs for students who prefer this method of distribution. The project should reduce postage and courier costs significantly. CILS hopes to further reduce these costs as more students utilize this service. CILS will evaluate this pilot in January 2014 and make recommendations.

TOLL-FREE NUMBER

43% of the CILS current student population is not local to the Lower Mainland. In an effort to lower communications costs for those clients (and others), CILS introduced a toll free number. The number has been found to be cost-effective and has been well received by CILS coordinators and students.

TEXTBOOK REIMBURSEMENTS & REBINDING

CILS ceased textbook reimbursement on April 1, 2012. Although CILS was not mandated to provide reimbursements for textbook purchases, the reimbursement program was begun six years ago to help students who were not able to receive funding from other sources. In recent years the reimbursement program has become difficult to sustain due to budget and administrative concerns. As a result, CILS' administration, in consultation with various stakeholders, made the decision to cease reimbursement.

To mitigate book reimbursement while enabling students to keep the physical copy of their materials CILS now rebinds textbooks and returns them. This service is free to CILS students and is available at a fraction of the cost of reimbursing the cost of books. This service can take up to a week or more, depending on production queue and the timelines of the Langara College Printshop. The book rebinding service has been well received by students and coordinators.

CONTRACT WORK

Over the past fiscal year, CILS leveraged its expertise in the production of accessible content and, through contractual arrangement, produced accessible materials for BC Library Cooperative, Newfoundland and Labrador Ministry of Education, and Simon Fraser University.

WEB AND SOCIAL MEDIA

This year, CILS added a Student and Coordinator channel to the CILS Website. These pages are intended to help new students and coordinators learn more about CILS, the CILS process, specific requests, and alternate formats.

In order to engage clients and communicate more effectively, CILS maintains a social media presence on Facebook. Facebook helps CILS to communicate upcoming events, changes in technology, weekly production statistics, and the CILS service process.

In the summer of 2012 CILS dropped Twitter as it was found that the outreach was proving ineffective and minimal.

STAFFING CHANGES

CILS Librarian Ryan Vernon took a leave of absence to fill a Librarian position in the Langara College Technical Services Department. In June 2012, CILS hired Tara Robertson to replace Ryan Vernon during his absence.¹¹

¹¹ See Appendix 1: Staff Profiles

► Financial Report

Revenue	Budget	Actuals	Balance
Grant	516,000	516,000	-
Miscellaneous revenue ¹	10,000	(150)	(10,150)
Total Revenue	526,000	515,850	(10,150)

Salaries	Budget	Actuals	Balance
Honoraria	500	100	400
Librarians	151,323	144,318	7,004
Staff ²	209,783	236,329	(26,547)
Payroll leaves - CUPE	-	5,990	(5,990)
Payroll leaves - ADMIN	-	6,894	(6,894)
Fringe benefits	76,905	73,325	3,580
Subtotal Salaries	438,510	466,957	(28,447)

Notes:

1. Contract revenue service done in 2012/13 for \$5449.92 billed late and will appear in 2013/14 budget
2. CILS Director (partial)
3. Contract Administration (5% of total contract)
4. DAISY membership fees for 2011-2013 (2 years) were paid in 2011/12

Other Expenses	Budget	Actuals	Balance
Supplies	540	15,023	(14,483)
Computer parts	1,500	5,500	(4,000)
Software (< \$1,000)	3,000	1,662	1,338
Books	10,000	612	9,388
Electronic subscriptions	-	234	(234)
Communications: Phones & equipment	7,600	7,189	411
Rentals: Equipment	500	410	90
Hostings	1,000	693	307
Travel & conference	2,150	6,844	(4,694)
Printing	400	574	(174)
Fees: Contract administration ³	25,800	25,800	-
Fees: Membership ⁴	2,000	-	2,000
Fees: Reader contracts	16,000	5,575	10,425
Deliveries: Courier & shipping	7,000	10,489	(3,489)
Subtotal Other Expenses	77,490	80,604	(3,114)

Total Expenses	516,000	547,561	(31,561)
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Surplus/(Deficit)	10,000	(31,711)	(41,711)
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▶ Appendix 1

STAFF PROFILES

DIRECTOR

The CILS Director is responsible for reporting to the Ministry of Advanced Education, Innovation and Technology and overseeing all CILS activities.

Clayton Munro

Clayton is the Dean of Student Services at Langara College, and is the Acting CILS Director until the CILS Director position is permanently filled. He holds a BA in Human Kinetics, as well as a MA in the Faculty of Education, from UBC. Clayton has been with the College 2000.

LIBRARIANS

CILS librarians oversee alternate format production, manage operations, undertake special projects and research, and advocate for accessibility.

Stephen Blaeser

Stephen has a BA in Russian Language and Literature from the University of Victoria, an MAS and MLIS from UBC, as well as a diploma in Network Administration. Stephen has been with CILS since 2003, in which time he has modernized the CILS workflow and developed a comprehensive database which tracks all CILS interactions with clients.

Tara Robertson

Tara has BA from UNBC in International Studies and Women's Studies and graduated with an MLIS from UBC in 2007. With Stephen, Tara oversees alternate format production, advocates for accessibility, and works to improve CILS service. Before starting at CILS in July 2012 Tara worked in a variety of library systems related positions at Emily Carr University of Art + Design, National Library of New Zealand, BC Libraries Cooperative, and the Great Northern Way Campus.

▶ Appendix 1

STAFF PROFILES

LIBRARY TECHNICIANS

CILS library technicians oversee the processing and production of alternate format materials and provide information services and support.

Vanessa Brown

Vanessa has been with CILS since 2006. She has a Library Technician diploma from Langara College and has recently finished an undergraduate degree at UBC.

Shuyan Dai

Shuyan has been with CILS for more than a decade. In addition to a Library Technician diploma from Langara College, she has a MA in Linguistics and Education from China where she worked as a university instructor before moving to Canada.

LIBRARY ASSISTANTS

CILS library assistants work to produce alternate format materials, and assist with interlibrary loans, CILS processes, and communication with clients.

Dan Carkner

In addition to bringing customer service skills developed through work experience in Ontario, Dan has a Library Technician diploma from Algonquin College. Dan has worked at CILS since 2010.

Laura Taylor

Laura has a BA from SFU and a Library Technician diploma from Langara College. Laura has been with CILS since 2008.

For more information on CILS staff members, visit the "Get to Know Us" section of CILS website:
www.langara.bc.ca/cils/gettoknowus.html

► Appendix 2

DATA

FIGURE 1A: REQUESTS FULFILLED, 2012-2013

Institute	2012/2013				2011/2012			
	Requests	Fulfilled Requests	Fulfilled from collection	Percent Fulfilled from collection	Requests	Fulfilled Requests	Fulfilled from collection	Percent Fulfilled from collection
British Columbia Institute of Technology	354	350	232	66%	207	202	104	51%
Camosun College	219	219	186	85%	330	303	230	76%
Capilano University	56	56	12	21%	40	40	8	20%
College of New Caledonia	24	24	5	21%	89	89	50	56%
College of the Rockies	111	111	90	81%	82	82	72	88%
Douglas College	244	227	111	49%	286	282	120	43%
Emily Carr University of Art + Design	8	8	1	13%	19	19	6	32%
Justice Institute of British Columbia	18	16	4	25%	17	17	3	18%
Kwantlen Polytechnic University	318	308	145	47%	184	160	78	49%
Langara College	100	98	28	29%	107	107	33	31%
Nicola Valley Institute of Technology	5	3	0	0%	0	0	0	0%
North Island College	125	125	99	79%	233	232	206	89%
Northern Lights College	49	49	27	55%	114	114	15	13%
Northwest Community College	13	13	7	54%	40	40	22	55%
Okanagan College	486	486	355	73%	1338	1338	1092	82%
Selkirk College	140	135	100	74%	215	215	131	61%
Thompson Rivers University	128	127	43	34%	101	101	35	35%
University of the Fraser Valley	183	176	61	35%	189	181	62	34%
Vancouver Community College	24	22	8	36%	32	29	10	34%
Vancouver Island University	37	37	36	97%	14	14	13	93%
TOTAL	2642	2590	1550	60%	3637	3565	2290	64%

FIGURE 1B: CHART OF REQUESTS MADE, 2012-2013

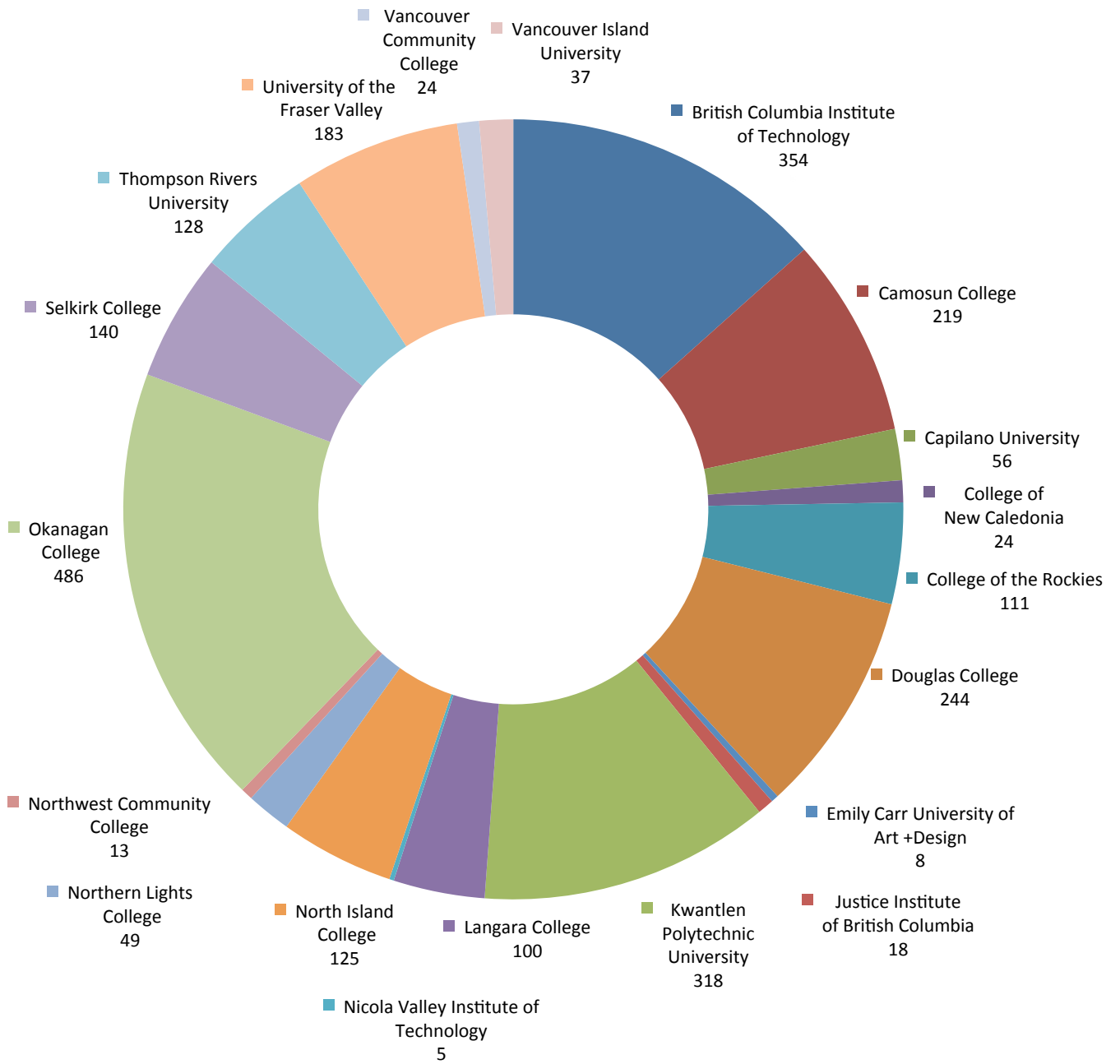


FIGURE 2A: AVERAGE TIME TO FULFILL REQUESTS, 2012-2013*

Institution	2012/2013 Days to Fulfill Requests	2011/2012 Days to Fulfill Requests
British Columbia Institute of Technology	5.34	9.27
Camosun College	0.28	2.85
Capilano University	6.09	4.25
College of New Caledonia	1.08	4.67
College of the Rockies	2.68	5.07
Douglas College	0.95	5.63
Emily Carr University of Art + Design	5.63	8.79
Justice Institute	24.89	16.41
Kwantlen Polytechnic University	1.75	2.70
Langara College	6.01	11.42
Nicola Valley Institute of Technology	2.80	0
North Island College	2.14	8.42
Northern Lights College	7.04	15.33
Northwest Community College	1.77	3.30
Okanagan College	0.85	4.71
Selkirk College	2.77	8.12
Thompson Rivers University	4.91	4.06
University of the Fraser Valley	10.56	11.45
Vancouver Community College	10.00	12.17
Vancouver Island University	0.08	0.07
AVERAGE	4.88	6.93

Includes requests filled by production, inventory and interlibrary loan.

FIGURE 2B: AVERAGE WAIT TIMES TO FILL REQUESTS REQUIRING PRODUCTION, 2012-2013

Format	2012/2013 Days to Fulfill Requests	2011/2012 Days to Fulfill Requests
DAISY (Human Voice)	28.5	43.21
DAISY (Synthesised Voice)	n/a	9.57
E-text	18.59	21.12
Kurzweil	19.23	17.88
MP3	19.17	23.59
PDF	11.83	12.39
AVERAGE	19.46	21.29

FIGURE 3: TOTAL REGISTERED CLIENTS, 2006-2012

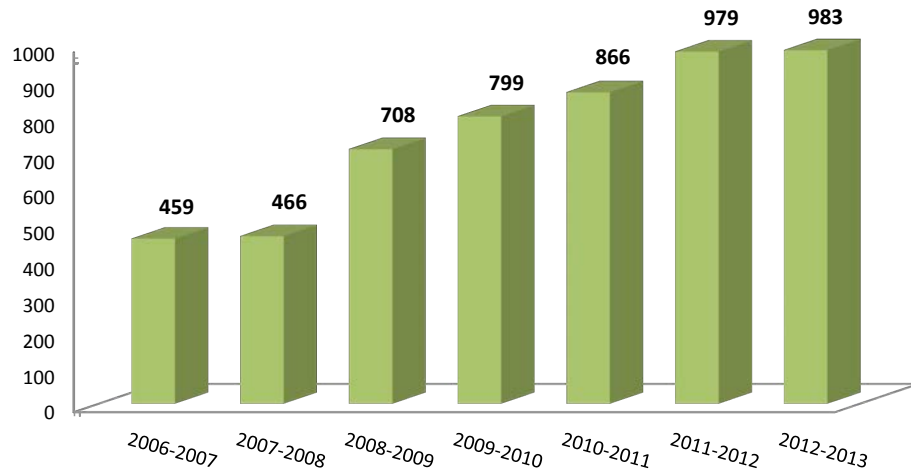


FIGURE 4: FORMATS PRODUCED IN 2012-2013

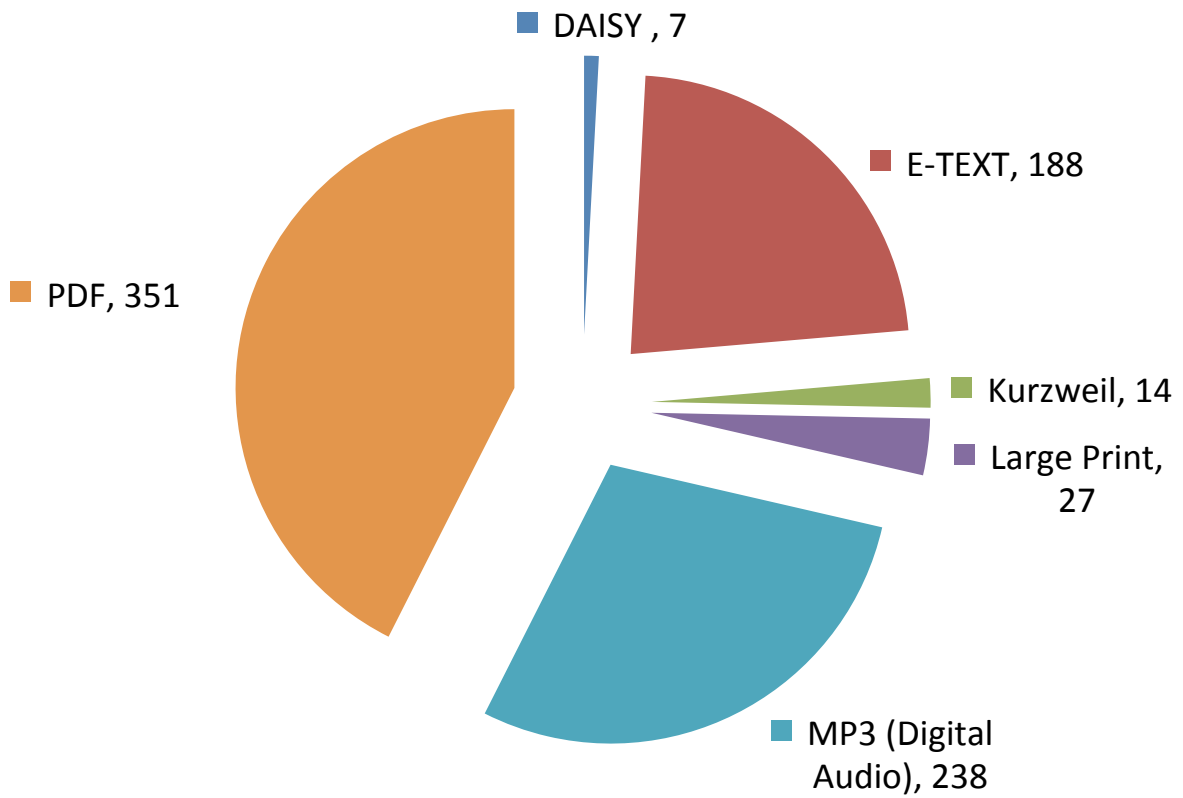


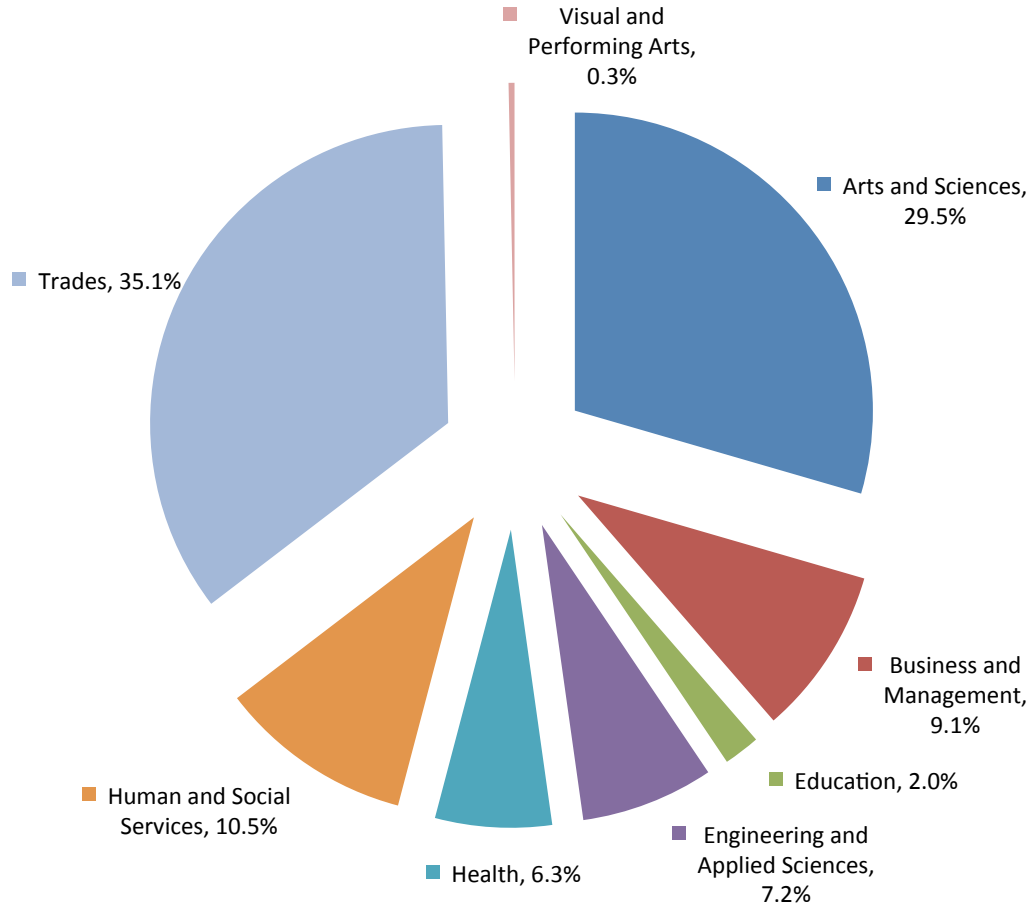
FIGURE 5: DISABILITIES OF CLIENTS SERVED BY MANDATED INSTITUTION, 2012-2013

Institution	Learning Disabled	Visually Impaired	Blind	Physically Disabled	Multiple Disabilities	Other	TOTAL
British Columbia Institute of Technology	62	8		8		7	85
Camosun College	55	14		1	14	7	91
Capilano University	3	5		3	2	1	14
College of New Caledonia	12	1			1	7	21
College of the Rockies	21				3		24
Douglas College	47	12	4	4	2	9	78
Emily Carr University of Art + Design	9				3		12
Justice Institute of British Columbia	6						6
Kwantlen Polytechnic University	36	9	2	7	1	6	61
Langara College	22	12	2	4			40
Nicola Valley IT	1						1
North Island College	43	4		8	11	9	75
Northern Lights College	38	1		1		2	42
Northwest Community College	14			1	1	3	19
Okanagan College	74	9		13	14	38	148
Selkirk College	29	4		1	6	4	44
Thompson Rivers University	38	16		6	7	10	77
University of the Fraser Valley	57	10	1	10	4	7	89
Vancouver Community College	18	14		2	2	1	37
Vancouver Island University	10	7		2			19
SUBTOTAL	595	126	9	71	71	111	983
Percent	61%	13%	1%	7%	7%	11%	100%

FIGURE 6: DISABILITIES OF CLIENTS SERVED, 2006-2013

Year	Learning Disabled	Visually Impaired	Blind	Physically Disabled	Multiple Disabilities	Other	TOTAL
2006-2007	300	88	12	20	19	20	459
2007-2008	310	88	11	31	5	21	466
2008-2009	440	119	13	45	25	66	708
2009-2010	478	124	15	67	41	74	799
2010-2011	497	132	12	65	58	102	866
2011-2012	572	144	11	76	69	107	979
2012-2013	595	126	9	71	71	111	983

FIGURE 7: CHART OF SUBJECTS REQUESTED BY PERCENT, 2012-2013*



*Subject areas according to the BC Ministry of Advanced Education *Student Outcomes Report, 2010*.

▶ Appendix 3

ALTERNATE FORMATS AND COSTS

CILS is a centralized service that provides accessible learning and teaching materials to students and instructors who cannot use conventional print because of disabilities, thus saving individual institutions the expense of producing or procuring the accessible materials themselves. In addition, because CILS is a lending library, materials produced can be loaned out innumerable times to students without a duplication of effort or cost.

CILS serves those clients who cannot use conventional print due to:

- Visual impairments (including blindness)
- Learning disabilities
- Physical limitations
- Neurological impairments
- Multiple disabilities

CILS provides qualified clients with textbooks, course packs, journal articles, online sources, tests and syllabi, and library material. CILS currently offers materials in a range of alternate formats:

DAISY

This talking book format allows users to navigate text by chapter, section and page number. DAISY talking books can be played on a computer or on a portable DAISY player. CILS produces two types of DAISY book:

- Full Text Synthesized Voice DAISY: A DAISY book containing the full text from the source material, as well as a synthesized voice audio recording.

Production Cost: **\$300 – \$5,000** (depending on the complexity of the material and the requirements of the user).

- Human voice DAISY: A DAISY book that does not contain the full written text of the source book, but combines structural heading information with a full audio recording made by a human narrator. This format is generally used with complex content such as math or chemistry where the source material is too complex for less expensive audio versions.

Production Cost: **\$500 – \$10,000** (due to the cost of preparing the source material and paying a narrator the cost)

E-TEXT

Any computer-readable text file, such as a word processor document. Specific formats include ASCII, HTML, RTF and Doc, as well as specialized ebook formats such as MobiPocket and ePub. E-text can be easily enlarged for students with low vision; however, it is often most useful in that it can be converted to audio for visually impaired or learning disabled individuals. Not only does e-text serve as a source for digital audio (mp3), but it may be converted on-the-fly to audio on most computers using text-to-speech software such as Text Aloud or ReadPlease, or by a screen reader such as JAWS.

Production cost: **\$200 – \$5,000** (depending on the needs of the user and complexity of material)

MP3 (DIGITAL AUDIO)

An audio recording encoded in the common MP3 digital audio format, and playable by any MP3 enabled device such as a smartphone or computer. CILS produces two types of MP3:

- **Human Voice MP3:** An audio recording in MP3 format made by a human narrator.
Production Cost: **\$500 – \$10,000** (due to the cost of preparing the source material and paying a narrator).
- **Synthesized Voice MP3:** An audio recording in MP3 format generated with a synthesized or computer voice from an e-text processed by a text-to-speech application.
Production Cost: **\$300 – \$4,000** (depending on the requirements of the user and the complexity of the material)

KURZWEIL (KESI FILE)

A proprietary format native to Kurzweil 1000 and Kurzweil 3000 software packages. This software and its associated file format allows users to navigate an electronic document via computer assistive reading and writing.

Production cost: **\$100 – \$5,000**

PDF

PDF is a common electronic document standard originally created by Adobe Systems. While PDF documents are not necessarily accessible for all individuals, they can meet the needs of some perceptually disabled individuals, depending on the nature of their disability. PDFs, for example, are often useful for on screen enlargement or magnification for individuals with a visual impairment, and may also be useful for other individuals who wish to convert textual information in a PDF into audio using a text-to-speech application. Because of the way information is layered in PDF, however, text-to-speech output is not always possible, and is largely contingent upon the complexity of the document, the construction of the document, and the user's computer literacy level.

Production cost: **\$100 – \$2000** (depending on the needs of the student and complexity of material)

► Appendix 4

EVENTS AND ACTIVITIES

April 17, 2012: Stephen Blaeser and Ryan Vernon met with AT-BC to discuss operational issues and service commonalities.

May 10, 2012: Patricia Cia delivered a report on CILS statistics and activities to the Council of Post-Secondary Library Directors (CPSLD) at BCIT's AeroSpace Campus.

May 28-29, 2012: Most CILS staff members took the opportunity to meet with partners from other institutions from across BC at the Disability Resources Network (DRN) conference in Vancouver.

May 30, 2012: Stephen Blaeser and Ryan Vernon presented a report to the BC Disability Services Articulation Committee.

June 7-8, 2012: Ryan Vernon attended the annual CAER (Canadian Association of Educational Resource Centres for Alternate Formats) meeting in Halifax.

June 14, 2012: CILS held its annual advisory committee meeting.

August 31, 2012: Tara Robertson met with PRCVI to discuss the PRCVI/CILS service and service commonalities specifically the transition of students to post-secondary education.

October 4th, 2012: CILS hosted Crane library staff from the University of British Columbia to discuss CILS databases, workflow and processes.

October 15, 2012: CILS hosted a meeting with Libraries and Literacy and the BC Library Cooperative to discuss alternate format production and sharing of resources.

October 18-21, 2012: Tara Robertson attended the 2013 Access Library conference held in Montreal.

October 25-27, 2012: Tara Robertson attended the 2013 Canadian Association of University Teachers conference in Ottawa.

November 1, 2012: Patricia Cia delivered a report on CILS statistics and activities to the Council of Post-Secondary Library Directors (CPSLD) at Thompson Rivers University in Kamloops.

November 2, 2012: Tara Robertson met with BCIT coordinators, administrators and librarians to discuss the CILS service, alternate formats and solicit feedback.

November 7, 2012: CILS held its annual Strategic Planning Meeting to discuss improvement and innovation of CILS services.

“Everything is great and being done in a timely fashion. It’s great for the students.” Mumtaz Lalani - Capilano College coordinator

November 13, 2012: Tara Robertson met with Camosun College coordinators, administrators and librarians to discuss CILS service and alternate formats.

November 13, 2012: Tara Robertson met with the University of Victoria coordinators and librarians to discuss CILS service, alternate format production and future opportunities for sharing resources.

November 13, 2012: Tara Robertson met with Miles Stratholt from the Ministry of Advanced Education, Innovation and Technology.

November 14, 2012: Tara Robertson met with Royal Road University coordinators and librarians to discuss CILS service, alternate format production and future opportunities for sharing resources.

November 14, 2012: Tara Robertson met with North Island College coordinators, administrators and librarians to discuss CILS service and alternate formats.

November 27, 2012: Tara Robertson and Stephen Blaeser met with Shirley Comber from PCAS to discuss the PCAS/CILS service and service commonalities.

December 13, 2012: CILS staff held its initial brand convictions session facilitated by Langara College’s Communications & Marketing Services.

February 20, 2013: Tara Robertson met with Douglas College coordinators, administrators and librarians to discuss the CILS service and alternate formats.

February 22, 2013: Tara Robertson and Stephen Blaeser met with AT-BC to discuss the AT-BC/CILS service and service commonalities.

February 26 - March 1, 2013: Tara Robertson attended the International Technology and Persons with Disabilities Conference in San Diego.

March 7, 2013: Tara Robertson and Stephen Blaeser met with Capilano University coordinators, administrators and librarians to discuss the CILS service and alternate formats.

March 13, 2013: Tara Robertson and Stephen Blaeser met with Justice Institute of BC coordinators, administrators and librarians to discuss the CILS service and alternate formats.

March 20, 2013: CILS staff attended a workshop focusing on building, maintaining and strengthening the effectiveness of the CILS team as a whole.

March 26, 2013: Tara Robertson met with Okanagan College coordinators, administrators and librarians to discuss the CILS service and alternate formats.

