

# ► Progress, Partnerships, and Production

BC COLLEGE AND INSTITUTE LIBRARY SERVICES (CILS)  
ANNUAL REPORT • APRIL 2011 - MARCH 2012









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### BC COLLEGE AND INSTITUTE LIBRARY SERVICES

#### Serving BC's Print Disabled Post-Secondary Students

Located at Langara College

Funded by the Ministry of Advanced Education and Labour Market Development (ALMD) StudentAid BC

Prepared April 2012 by:

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## ► Mandate

The BC College and Institute Library Services' (CILS) mission is to provide print disabled post-secondary students with equitable access to educational resources by either 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 to become skilled members of BC's workforce.

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 approximately 262,700 pages of print into alternate formats from April 2011 to March 2012.**





## ► Executive Summary

In recent years CILS has provided an increasing number of print-disabled British Columbians with their academic or trades learning materials in accessible formats. Since 2004, the number of individuals registered with CILS has doubled from 421 to 979, and the number of alternate format materials produced increased from 178 to 1,411. CILS has served this steadily increasing need without a significant budget increase. In 2004 CILS received \$455,000 in provincial funding, while in the last fiscal year CILS received \$516,000. CILS has met this need through technological innovation, creating a significant collection of accessible materials, and sharing resources.

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

Accessible resources are created individually for each client. CILS staff work directly with clients and partners at the institutional level to identify the 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 (64%) through inventory or loans from other organizations. This year, through reciprocal borrowing agreements, CILS was able to source 132 titles from partners. Additionally, the CILS collection houses thousands of accessible resources totalling 1.5-terabytes, and CILS librarians employ rigorous metadata standards to share and make these valuable resources discoverable.

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

Despite the challenges engendered by increased demand, CILS continues to offer excellent service, and is able to fulfill client requests for materials on average within one week. However, if the number of registered clients and productions continue to increase without additional staffing resources within CILS, it is likely that the time it takes to fulfill requests will rise.



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

- Improve responsiveness and communication with students;
- Add efficiencies;
- Increase learner access to alternate formats;
- Develop and deliver training tools and workshops; and
- Collaborate with other groups and agencies.

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

As stated in the BC Ministry of Advanced Education's *Revised 2011/2012–2012/14 Service Plan*:

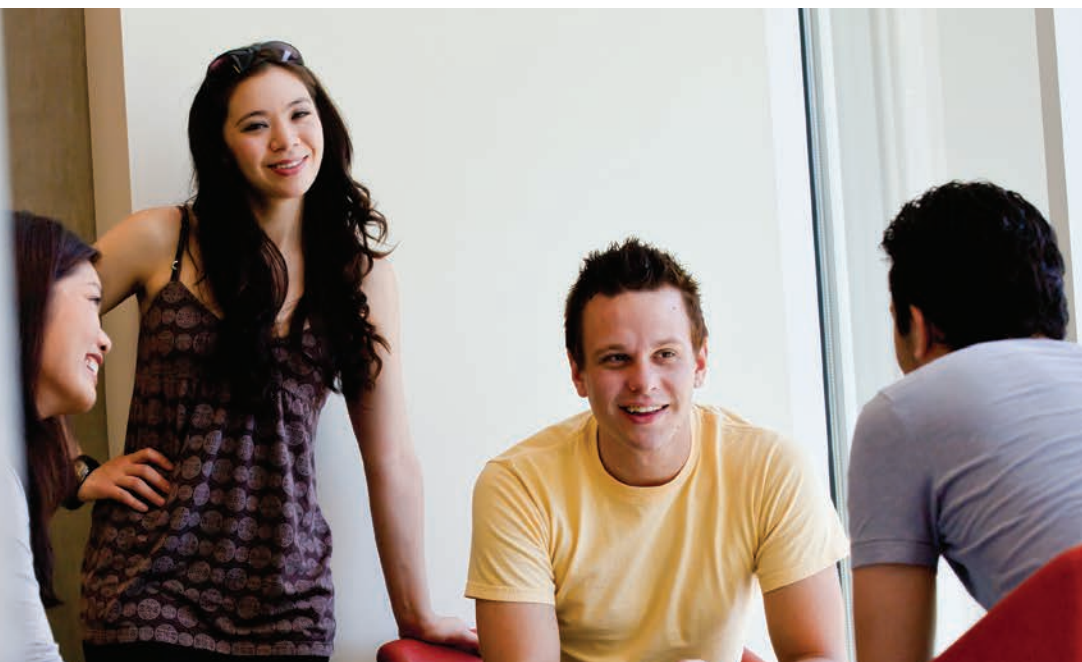
"To maximize the potential of all British Columbians, high quality post-secondary education must be accessible. Barriers, including financial and geographic challenges, must be removed to increase participation of students including Aboriginal learners, persons with disabilities and those from lower income families."<sup>1</sup>

CILS continues to support the BC Ministry of Advanced Education's stated objectives as well as student success by providing access to materials perceptually-disabled clients need to succeed in their post-secondary endeavours.

<sup>1</sup>BC Ministry of Advanced Education. *Revised 2011/2012–20-12/14 Service Plan*. Pg 6. Accessed April 23, 2012. [www.bcbudget.gov.bc.ca/2011/sp/pdf/ministry/aved.pdf](http://www.bcbudget.gov.bc.ca/2011/sp/pdf/ministry/aved.pdf)

**BC ADVANCED  
EDUCATION MINISTRY**  
**Objective 1.1:**

"British Columbians are able to fulfill their full potential through access to high quality education and training."<sup>1</sup>



## ► Background: Production, Partners, and Planning

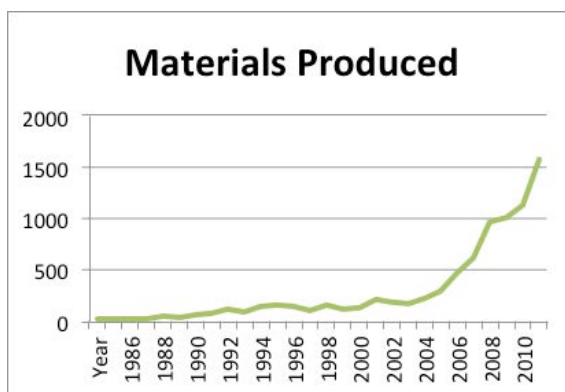
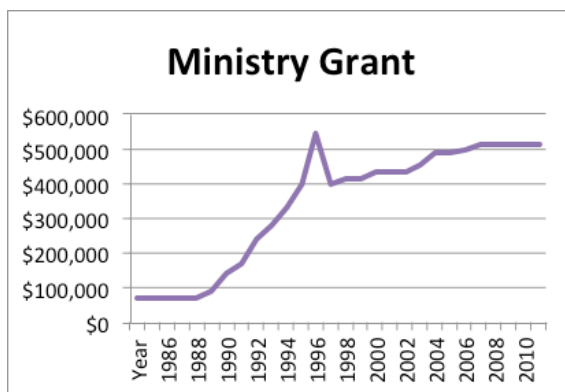
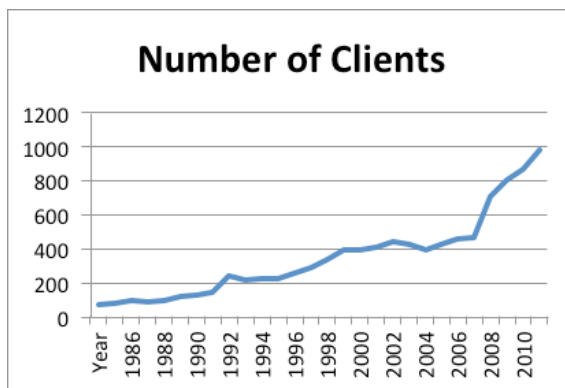
### PRODUCTION: A HISTORY OF INNOVATION

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 clients by producing 22 books, and buying or borrowing others when available.

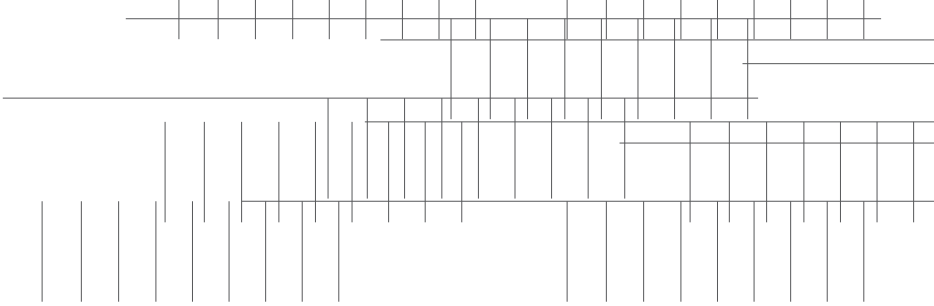
Over the next decade, demand for CILS service grew steadily, and by 1995 CILS served 226 clients, producing 145 titles. In the same year the province of BC increased the CILS annual budget to \$330,000.

By 1998 personal computer use became widespread, and in order to take advantage of emergent technology such as screen magnification and text-to-speech, CILS began producing e-text.

In 2002, CILS again innovated by establishing a DAISY production process. DAISY is an electronic book format that bundles textual and audio content together, while simultaneously allowing for rapid navigation.







The effects that this innovation had on production became apparent in 2004, when 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 established modern business workflows. These workflows included a tracking database, a central server 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 including MP3, Portable Document Format (PDF), Kurzweil and ebook formats.

Most strikingly, the demands placed on CILS have risen sharply since 2004, with the number of registered clients more than doubling from 421 to 979. During that time period the number of alternate format materials produced also grew from 178 to 1,411. CILS has enabled the rapid growth without a significant budget increase. In 2004, CILS received \$455,000 in provincial funding, while in the last fiscal year CILS received \$516,000.

Additionally, CILS has leveraged its production expertise by creating a collection of alternate format materials. In the last fiscal year, 64% of client requests were fulfilled from this collection, representing significant savings over the cost of production.<sup>2</sup>

<sup>2</sup> See Appendix 2, Figure 1: Requests Fulfilled

## **PARTNERSHIPS: COLLABORATION AND CONSULTATION**

Collaboration is the foundation of 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 technologies, 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 students receive the required course materials in the format they need.

In the past, CILS librarians have travelled to meet with partners at their institutions. This year, CILS librarians decreased site visits and conserved resources by meeting virtually using the Adobe Connect enterprise web conferencing system.

CILS also ensures prompt service and effective collaboration by assigning individual staff members as 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.<sup>3</sup>

To find out more about the CILS team, see Appendix 1: Staff Profiles.

### **Contract Partners**

Over the past fiscal year, CILS leveraged its expertise in the production of accessible content, and produced accessible materials for Trinity Western University, Stenberg College, and Simon Fraser University through contractual arrangements.

### **CILS Advisory Committee**

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

The 2011 CILS Advisory Committee included representatives from the Disability Services Articulation Committee, Assistive Technology BC (ATBC), BCcampus, the Council of Post Secondary Library Directors BC, the Provincial Resource Centre for the Visually Impaired (PRCVI), UBC Access and Diversity

<sup>3</sup> See Appendix 2, Figure 2a: Average Time to Fulfill Requests

department, the Vancouver Community College's Visually Impaired Adult Program, Disability Oversight at the Ministry of Advanced Education, as well as CILS clients and a representative from the National Educational Association of Disabled Students.

### **BC Partnerships**

CILS is an active member of the British Columbia Library Association. The CILS staff are actively involved in the Services to People with Print Disabilities Working Group (SPPD) and the Copyright Committee. CILS staff members collaborate with and attend the Disability Services Articulation Group annual meeting in order to promote and to be more aware of student needs. CILS also presents a report bi-annually to the Council of Post Secondary Library Directors BC to make them aware of new technology and cost-savings as a result of resource sharing. Additionally, CILS meets regularly and collaborates with other disability service organizations such as PRCVI, ATBC, and Crane Library at UBC.

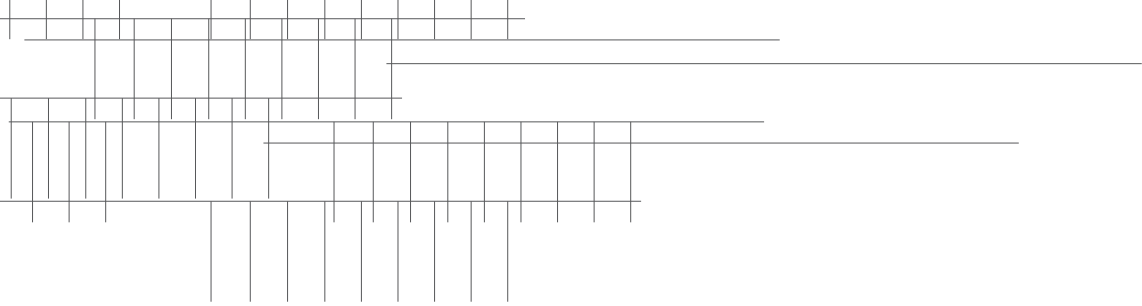
### **National Partnerships**

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 Centre 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 2011/2012 fiscal year, CILS borrowed a total of 132 titles from partners, and loaned out 110 titles to partners. This represents considerable savings as each title borrowed means that costly production is not required for that title.

### **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  
Vancouver Island University





## PLANNING: MANAGING CHANGE

With the number of individuals accessing CILS service doubling since the 2007/2008 fiscal year,<sup>4</sup> a time period where the CILS budget has not received an increase, the CILS strategic planning process has focused on maintaining service despite increased demand in a context of resource scarcity.

### Formats and Timelines

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 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. This past fiscal year, for example, e-text production was down 28%, while PDF production was up 62%.<sup>5</sup>

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

Despite the challenges of providing 979 active students with their course materials in alternate formats, CILS currently fulfills requests for accessible materials within an average of one week (seven days)<sup>6</sup>, and an average of 21 days when new production is required.<sup>7</sup> However, 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.

<sup>4</sup> See Appendix 2, Figure 3: Total Registered Clients, 2006-2012

<sup>5</sup> See Appendix 2, Figure 4: Alternate Formats Produced 2011-2012

<sup>6</sup> See Appendix 2, Figure 2a: Average Time to Fulfill Requests 2011-2012

<sup>7</sup> See Appendix 2, Figure 2b: Average Wait Times to Fill Requests Requiring Production, 2011-2012

## Resources

CILS is comprised of six full-time staff members: two librarians, two library technicians, and two library assistants.<sup>8</sup> Although much has been done to automate CILS processes, a significant amount of staff-hours are still required to respond to requests, maintain the collection, and produce and edit alternate format material. To this end, CILS hires student aides to assist with alternate format editing.

In the 2011/2012 fiscal year, CILS hired two temporary library assistants 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

Changes in metadata standards, DAISY specification, and copyright legislation, as well as the increasing prevalence of ebooks, necessitate technological growth and innovation. While these factors engender both opportunities and threats, CILS has adopted a proactive stance. Recent technological innovations include the addition of Epub and Mobipocket ebook formats, and the installation of a new server to house the CILS collection totalling 1.5 terabytes. CILS is also working to take advantage of the new cataloging rules, *Resource Description and Access*, and to comply with regulations proposed in the Federal Copyright Bill C-11, *Act to amend the Copyright Act*. Notably, this Act regulates the copyright exemption for persons with a perceptual disability and creates a prohibition on the breaking of digital locks.

<sup>8</sup> See Appendix 1: Staff Profiles

## ► CILS Service Goals

APRIL 2011 - MARCH 2012

This report presents outcomes relating to priorities set out in the BC Ministry of Advanced Education (AVED) funding letter dated September 22, 2011.

### **CILS PRIORITIES**

BC College and Institute Library Services (CILS) priorities for 2011/2012 services are outlined in the AVED 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 online 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 online learning;
- Continue to research accessible electronic resources and make them available to learners; and,
- Encourage collaborative mechanisms provincial groups such as BCcampus and BC Electronic Library Network.

### **KEY OPERATIONAL AREAS**

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

#### **Loaning Alternate Formats**

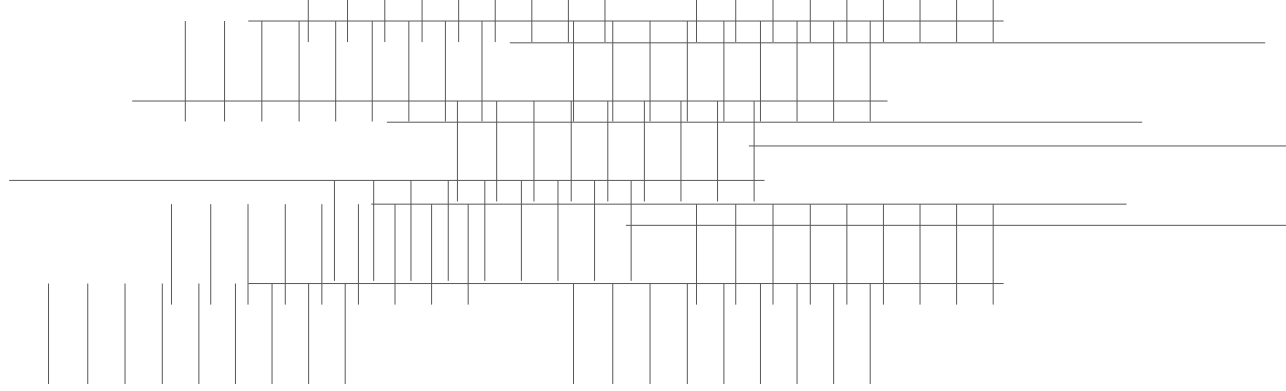
Of the 3,637 format requests made between April 2011 and March 2012, 2,290 requests were fulfilled, fully or partially, directly from the CILS collection.

In 40% 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 3,637 requests processed the 2011/2012 fiscal year, CILS was able to borrow 132 alternate formats, saving time and money. During the same time period, CILS lent 110 productions to partner institutions, within and outside of BC.





### **Production of Alternate Formats**

CILS processed 3,637 format requests between April 2011 and March 2012. Of these requests, CILS produced 1,411 alternate formats. These productions included e-texts, MP3, DAISY digital talking books, digital audio recordings converted from analogue audiotapes, Kurzweil files, and PDFs. When production is required, it takes an average of 21 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 within one week, often within one day.<sup>9</sup>

### **Providing Information Services**

CILS provides telephone and email support to students across BC. CILS staff members search for materials and information required for students to successfully complete their coursework, and also advise students, instructors, and post-secondary staff on alternate formats, accessibility compliance, and practical tools for accessibility and information access.

For more information, see Appendix 3: Alternate Formats and Costs for a description of the alternate formats.

<sup>9</sup> See Appendix 2, Figure 2b: Average Wait Times to Fill Requests Requiring Production, 2011-2012

### **Training Clients and Partners in the Use of Assistive Technology and Alternate Formats**

CILS provides training workshops, seminars, and tours of the CILS facilities to introduce others to the assistive technology and alternate formats currently being used.

For more information on events that occurred throughout the year, see Appendix 4: Events and Activities.

### **Researching and Developing New Technology**

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

Ebook production: In order to better serve clients using consumer ebook readers, CILS now offers e-text in the two most popular ebook formats: Epub and Mobipocket.

Server upgrade: Over the past decade, CILS has produced a significant collection of digital materials totalling 1.5-terabytes. In order to allow for continued growth, the CILS collection was migrated to a new 7-terabyte server.

Weekly Reports: CILS offers weekly reports to client institutions. This report, generated by the CILS SQL database and delivered by email, gives disability service providers at the institute level a status update on each ongoing request made on behalf of their students.

This allows any discrepancies or problems to be caught early on, allowing for efficient delivery of service to the student.

This year CILS added date information, fulfilled time, and active student information to the report.

### **Developing Partnerships to Achieve Goals**

CILS delivered a report to CAER members in Ottawa in May.

Through CAER, CILS gains reciprocal interlibrary loan access to alternate format materials produced across Canada.

## ► CILS News

### **CONTRACT WORK**

Over the past fiscal year, BC College and Institute Library Services (CILS) leveraged its expertise in the production of accessible content and, through contractual arrangement, produced accessible materials for Trinity Western University, Stenberg College, and Simon Fraser University.

### **SOCIAL MEDIA**

In order to engage clients and communicate more effectively, CILS maintains a social media presence on Facebook, Twitter, and Blogger. Recently, CILS added a YouTube channel, which will include tutorials, reviews, and advice related to alternate formats and accessibility.

### **TEXTBOOK REIMBURSEMENTS**

The textbook reimbursement program began six years ago to help students who were not able to receive funding from other sources. Although CILS was not mandated to provide reimbursements, they ran the program to assist students with financial difficulty. 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, decided to cease reimbursement at the end of the 2011/2012 fiscal year, effective April 1, 2012.

### **STAFFING CHANGES**

2011/2012 brought many staffing changes. CILS hired two temporary library assistants to help with communication and production during the preparation and production period for the September and January terms. Upon the departure of long-term CILS library assistant, Jas Dosanjh, one of the temporary library assistants, Dan Carkner, joined the CILS team on a full-time basis.

CILS Director, Grace Makarewicz, left to pursue other opportunities in early 2012. Langara College Dean of Student Services, Clayton Munro, takes on the role of Acting CILS Director until the position is permanently filled.

CILS welcomes Clayton and Dan to the CILS team, and wish Jas and Grace the best wishes in their future endeavours.

### **STRATEGIC PLANNING**

CILS staff participated in a strategic planning session to discuss team core values and an enduring vision. Staff developed strategies and action plans for the next year. It was an energizing process, and staff have committed to engaging in ongoing planning to continue the positive momentum.



## ► Financial Report

Revenue	Budget	Actuals	Balance
Grant	\$516,000	\$516,000	-
Miscellaneous revenue	10,000	61,576	51,576
<b>Total Revenue</b>	<b>526,000</b>	<b>577,576</b>	<b>51,576</b>

Salaries	Budget	Actuals	Balance
Honoraria	500	100	400
Librarians	140,930	143,319	(2,389)
Staff	207,944	231,537	(23,594)
Payroll leaves - CUPE	-	1,741	(1,741)
Payroll leaves - ADMIN	-	(2,276)	2,276
Fringe benefits	74,232	73,018	1,214
<b>Subtotal Salaries</b>	<b>423,606</b>	<b>447,440</b>	<b>(23,834)</b>

Other Expenses	Budget	Actuals	Balance
Supplies	21,162	14,841	6,321
Computer parts	1,500	935	565
Software (< \$1,000)	3,000	748	2,252
Books	20,000	9,229	10,771
Electronic subscriptions	-	234	(234)
Communications: Phones & equipment	6,573	7,668	(1,095)
Rentals: Equipment	500	446	54
Hostings	1,000	975	25
Travel & conference	5,250	4,094	1,156
Printing	550	624	(74)
Fees: Contract administration	25,800	25,800	-
Fees: Membership	4,000	5,820	(1,820)
Fees: Reader contracts	3,959	28,971	(25,011)
Fees: Miscellaneous	2,000	1,371	629
Deliveries: Courier & shipping	7,100	11,446	(4,346)
<b>Subtotal Other Expenses</b>	<b>102,394</b>	<b>113,202</b>	<b>(10,808)</b>

<b>Total Expenses</b>	<b>526,000</b>	<b>560,642</b>	<b>(34,642)</b>
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<b>Surplus/(Deficit)</b>	<b>-</b>	<b>16,934</b>	<b>16,934</b>
<b>Grant deferred</b>	<b>-</b>	<b>(16,934)</b>	<b>(16,934)</b>
<b>Adjusted Surplus/(Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>

# ► Appendix 1

## STAFF PROFILES

### DIRECTOR

The CILS Director is responsible for reporting to the Ministry of Advanced Education BC 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 since 2000.

### LIBRARIANS

CILS librarians oversee alternate format production, undertake special projects and research, and advocate for accessibility. Recently, the CILS librarians were co-recipients of the BC Library Association's Academic Librarians in Public Service Award.

#### **Stephen Blaeser**

Stephen has a BA in Russian Language and Literature from the University of Victoria, an MAS and MLIS from UBC, and a diploma in Network Administration. Stephen has been with CILS for more than seven years. During this time, he has modernized the CILS workflow and developed a comprehensive database to track all CILS client interactions.

#### **Ryan Vernon**

Ryan has a BA and MA in English Literature from the University of Victoria, as well as a MLIS from UBC. He has been with CILS for more than four years. In his role, he has developed processes to improve communication and build relationships with disability services providers and CILS clients.

## ► 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 for more than four years. 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 for more than one year.

##### **Laura Taylor**

Laura has a BA from SFU and a Library Technician diploma from Langara College. An accomplished writer with several forthcoming projects, Laura is approaching three years at CILS.

For more information on CILS staff members, visit the *Get to Know Us* section of CILS website:  
[www.langara.bc.ca/cils/gettoknowus](http://www.langara.bc.ca/cils/gettoknowus)

## ► Appendix 2

DATA

FIGURE 1: REQUESTS FULFILLED, 2011-2012

	2011/2012				2010/2011			
	Requests	Fulfilled Requests	Fulfilled from collection	% Fulfilled from collection	Requests	Fulfilled Requests	Fulfilled from collection	% Fulfilled from collection
British Columbia Institute of Technology	207	202	104	51%	534	517	359	69%
Camosun College	330	303	230	76%	141	138	118	86%
Capilano University	40	40	8	20%	15	14	7	50%
College of New Caledonia	89	89	50	56%	47	47	30	64%
College of the Rockies	82	82	72	88%	28	28	10	36%
Douglas College	286	282	120	43%	249	243	137	56%
Emily Carr University of Art + Design	19	19	6	32%	9	9	6	67%
Justice Institute of British Columbia	17	17	3	18%	8	2	2	100%
Kwantlen Polytechnic University	184	160	78	49%	171	160	107	67%
Langara College	107	107	33	31%	131	131	87	66%
Nicola Valley Institute of Technology	0	0	0	0%	0	0	0	0%
North Island College	233	232	206	89%	166	166	143	86%
Northern Lights College	114	114	15	13%	53	53	31	58%
Northwest Community College	40	40	22	55%	33	33	17	52%
Okanagan College	1338	1338	1092	82%	413	395	267	68%
Selkirk College	215	215	131	61%	17	17	12	71%
Thompson Rivers University	101	101	35	35%	117	115	70	61%
University of the Fraser Valley	189	181	62	34%	178	176	83	47%
Vancouver Community College	32	29	10	34%	73	70	29	41%
Vancouver Island University	14	14	13	93%	5	4	5	125%
TOTAL	3637	3565	2290	64%	2388	2318	1520	66%

**FIGURE 2A: AVERAGE TIME TO FULFILL REQUESTS, 2011-2012\***

<b>Institution</b>	<b># of Days</b>
British Columbia Institute of Technology	9.27
Camosun College	2.85
Capilano University	4.25
College of New Caledonia	4.67
College of the Rockies	5.07
Douglas College	5.63
Emily Carr University of Art + Design	8.79
Justice Institute of British Columbia	16.41
Kwantlen Polytechnic University	2.7
Langara College	11.42
Nicola Valley Institute of Technology	NA
North Island College	8.42
Northern Lights College	15.33
Northwest Community College	3.3
Okanagan College	4.71
Selkirk College	8.12
Thompson Rivers University	4.06
University of the Fraser Valley	11.45
Vancouver Community College	12.17
Vancouver Island University	0.07
<b>Average</b>	<b>6.9345</b>

\*Includes requests filled by production, inventory and interlibrary loan.

**FIGURE 2B: AVERAGE WAIT TIMES TO FILL REQUESTS REQUIRING PRODUCTION, 2011-2012**

<b>Format</b>	<b># of Days</b>
DAISY (Human Voice)	43.21
DAISY (Synthesised Voice)	9.57
e-text	21.12
Kurzweil	17.88
MP3	23.59
PDF	12.39
<b>Average</b>	<b>21.29333</b>



FIGURE 3: TOTAL REGISTERED CLIENTS, 2006-2012

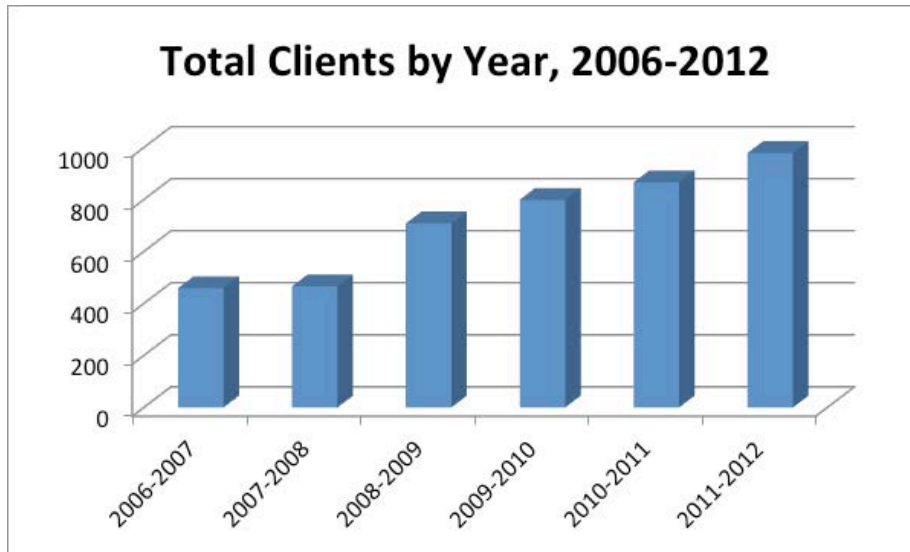


FIGURE 4: ALTERNATE FORMATS PRODUCED 2011-2012

Total Production Completed and Sent	Percentage of Production	Production 2011-2012	Production 2010-2011	% Up/Down compared to 2010-2011
DAISY (human Voice)	0.85%	12	19	-36.84%
DAISY (synthetic voice)	0.43%	6	18	-66.67%
e-text	16.79%	237	330	-28.18%
Kurzweil	0.50%	7	NA	0.00%
Large Print	0.07%	1	1	0.00%
MP3 (Digital Audio)	28.14%	397	303	31.02%
PDF	53.22%	751	463	62.20%
<b>Total</b>	<b>100.00%</b>	<b>1411</b>	<b>1134</b>	<b>24.43%</b>

FIGURE 5: DISABILITIES OF CLIENTS SERVED BY MANDATED INSTITUTION, 2011-2012

<b>Institution</b>	<b>Learning Disabled</b>	<b>Visually Impaired</b>	<b>Blind</b>	<b>Physically Disabled</b>	<b>Multiple Disabilities</b>	<b>Other</b>	<b>TOTAL</b>
British Columbia Institute of Technology	55	5		4		6	70
Camosun College	65	14		3	11	6	99
Capilano University	1	5		1	1	2	10
College of New Caledonia	16	3		1	2	7	29
College of the Rockies	19				3		22
Douglas College	44	13	5	3	1	7	73
Emily Carr University of Art + Design	13				1	1	15
Justice Institute of British Columbia	6						6
Kwantlen Polytechnic University	42	15	2	8	3	3	73
Langara College	29	16	1	6	1		53
Nicola Valley Institute of Technology							0
North Island College	43	7	2	9	13	8	82
Northern Lights College	27	1		1		1	30
Northwest Community College	17			1	2	1	21
Okanagan College	73	14		16	17	39	159
Selkirk College	22	4		3	4	1	34
Thompson Rivers University	25	14		5	6	13	63
University of the Fraser Valley	51	14	1	10	3	10	89
Vancouver Community College	19	15		2	1	2	39
Vancouver Island University	5	4		3			12
<b>SUBTOTAL</b>	<b>572</b>	<b>144</b>	<b>11</b>	<b>76</b>	<b>69</b>	<b>107</b>	<b>979</b>

FIGURE 6: DISABILITIES OF CLIENTS SERVED, 2006-2012

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

**FIGURE 7: SUBJECTS REQUESTED BY PERCENT, 2010-2012\***

Discipline Area	Percentage 11/12	Percentage 10/11	Percentage 09/10
<b>A - Agriculture &amp; Natural Resource</b>	<b>0.1%</b>	<b>0.7%</b>	<b>0.6%</b>
<b>B - Arts &amp; Sciences</b>	<b>25.2%</b>	<b>35.2%</b>	<b>35.0%</b>
<b>C - Business &amp; Management</b>	<b>5.1%</b>	<b>7.8%</b>	<b>6.8%</b>
<b>D - Communications</b>	<b>1.9%</b>	<b>1.2%</b>	<b>1.1%</b>
<b>E - Computer &amp; Information Services</b>	<b>1.2%</b>	<b>2.9%</b>	<b>2.1%</b>
<b>F - Construction &amp; Precision Production</b>	<b>12.8%</b>	<b>20.3%</b>	<b>17.7%</b>
<b>G - Education &amp; Library Science</b>	<b>1.2%</b>	<b>2.8%</b>	<b>2.0%</b>
<b>H - Engineer, Elect, Electronics</b>	<b>2.5%</b>	<b>8.5%</b>	<b>3.4%</b>
<b>I - Health Related</b>	<b>2.6%</b>	<b>1.4%</b>	<b>3.5%</b>
<b>J - Legal, Social &amp; Home Economics</b>	<b>7.3%</b>	<b>7.1%</b>	<b>9.9%</b>
<b>K - Mechanical &amp; Related</b>	<b>37.0%</b>	<b>8.0%</b>	<b>13.1%</b>
<b>L - Nursing</b>	<b>1.5%</b>	<b>2.0%</b>	<b>1.6%</b>
<b>M - Recreation, Tour, Hospitality</b>	<b>1.0%</b>	<b>1.5%</b>	<b>2.3%</b>
<b>O - Visual, Performing &amp; Fine Arts</b>	<b>0.7%</b>	<b>0.6%</b>	<b>0.9%</b>

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

## ► Appendix 3

### ALTERNATE FORMATS AND COSTS

CILS provides accessible learning and teaching materials in a centralized way 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 material in a range of alternate formats:

#### DAISY

This talking book format allows users to navigate the 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 books:

- 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), it can also be converted to audio on most computers using text-to-speech software such as TextAloud 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 cost of preparing 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 computerized 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 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 5, 2011:** Ryan Vernon ran a “Lunch and Learn” session at the Industry Training Authority, presenting CILS research on the accessibility of trades learning materials.

**April 6, 2011:** Grace Makarewicz (former CILS Director) delivered a special report on CILS statistics and activities to Council of Post Secondary Library Directors, British Columbia (CPSLD) at Royal Roads University in Victoria, BC.

**April 27, 2011:** CILS hosted an open house for Langara College faculty and staff.

**May 9, 2011:** CILS held its annual Strategic Planning Meeting to discuss improvement and innovation of CILS services.

**May 12-13, 2011:** Ryan Vernon attended the annual CAER meeting at Library and Archives Canada in Ottawa. Ryan presented on CAER metadata practices and discussed the sharing of alternate format resources amongst CAER members.

**May 20-21, 2011:** Ryan Vernon attended the Seattle Accessibility Camp. At this “unconference” Ryan participated in a number of sessions focusing on alternate format creation, advocacy and library services for disabled people.

**May 30-31, 2011:** Most CILS staff member took the opportunity to meet with partners from other institutions from across BC at the Disability Resources Network of British Columbia (DRN) conference in Vancouver. Additionally, Stephen Blaeser and Ryan Vernon participated in a panel discussion on emergent accessibility technology.

**June 2, 2011:** Grace Makarewicz and Ryan Vernon attended the BC Ministry of Advanced Education's Disability Services Articulation Committee Meeting, and followed up with a report.

**June 16, 2011:** CILS held its annual advisory committee meeting.

**June 17, 2011:** Stephen Blaeser attended the ATBC Advisory Committee meeting.

**June 20, 2011:** CILS hosted a tour for Douglas College.

**June 21, 2011:** Stephen Blaeser and Ryan Vernon visited the University of Victoria to discuss alternate format production.

**October 3-4, 2011:** Stephen Blaeser attended the DAISY Consortium meeting in Vancouver where a group of DAISY producers from across Canada discussed the new DAISY standard, production techniques, and resource sharing.

**October 20, 2011:** Stephen Blaeser attended the Access conference in Vancouver.

**October 26, 2011:** Grace Makarewicz delivered a special report on CILS statistics and activities to CPSLD at Vancouver Community College.

**November 10, 2011:** CILS held a follow up strategic planning session.

**November 15, 2011:** Stephen Blaeser attended the strategic planning session for Vancouver Community College's Visually Impaired Adult Program.

**November 28, 2011:** The CILS team met with the Crane library team at UBC for a tour and discussion of alternate format production issues and techniques.

