

**Alternate Format
Production Service
in Nova Scotia:**

*A University and Community
College Collaborative Study*

Agenda

- **background**
- **process**
- **findings**
- **discussion & questions**

Introduction - Setting

- “by 2007, 1/3 of jobs will require post-secondary education”**
- students with disabilities have higher drop out rates than their non-disabled counterparts**
- specific supports beyond minimal student services increase the rate of success**
- because NS Government recognized this, several strong support programs are in place**

Introduction - Problem

- acquiring AF versions of required readings, research materials, educational documents and related ephemera in a timely manner is crucial**
- while NS students are largely receiving required course materials, a lack of coordinated and cooperative effort results in inefficiencies**
- creating alternate format materials is a small part of the complete support system – staff can direct expertise to other important functions**

Process

- interviews across province: 10 universities, NSCC, APSEA, Novanet**
- review of selected models in BC, Manitoba and Ontario**
- review of selected reports**
- roundtable session**
- proposal of a consortial model for province-wide service & report**

Findings - Nationally

- as better services become available, the percentage of students requiring them grows**
- difficult to measure outcomes due to lack of meaningful statistics**
- there is a lack of training and awareness within the educational community**
- e-resources are common in library collections – can be especially useful for PD students**
- ultimately, UID is the ideal**

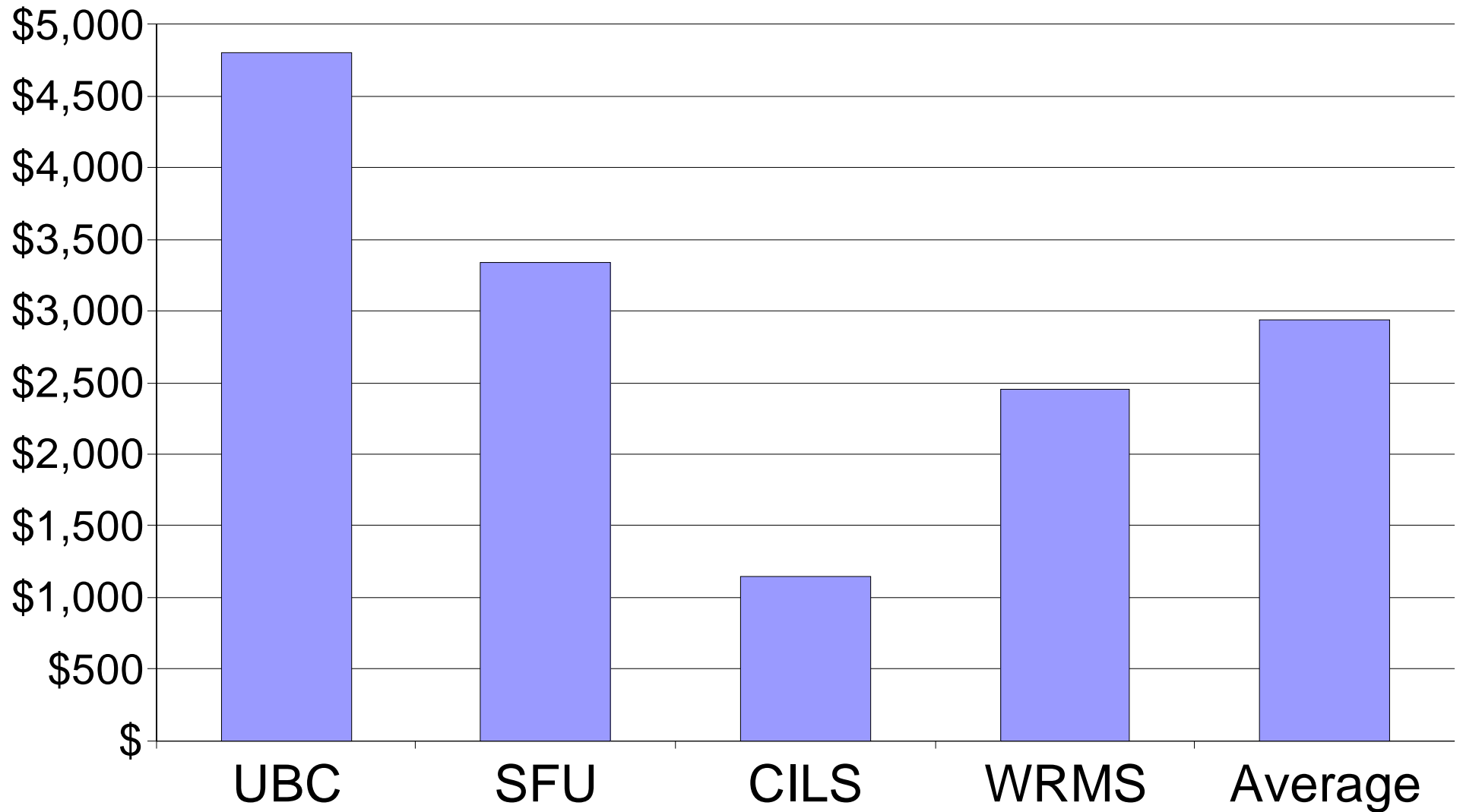
Findings - Nationally (2)

- central and local models have strengths and weaknesses**
- bottlenecks occur, partly due to difficulties obtaining appropriate files and/or books**
- converting complex materials (e.g. math texts; graphs, charts, sidebars; etc.) is challenging**
- sharing works isn't as efficient as it could be & obtaining publishers' files is a key concern**
- AF research materials are rarely provided**

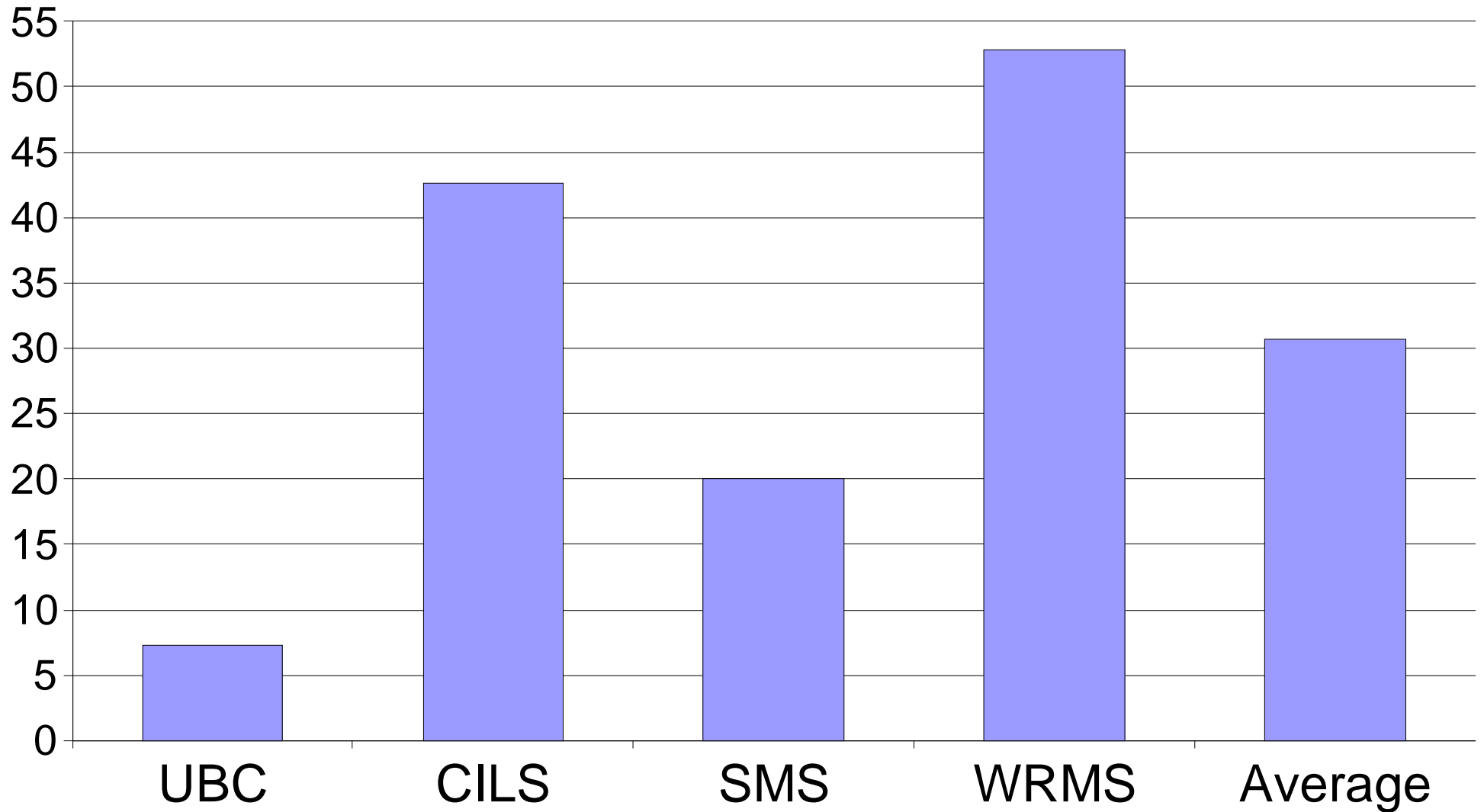
Findings - Other Provinces

- no standard models but there are best practices**
- anecdotally, central services work well at meeting demand some of the time**
- many institutions rely on both in-house and central production**
- local production is costly, all services profiled use some form of sharing materials**
- central services are provincially funded (BC CILS, Manitoba SMS, Ontario WRMS)**

Costs Per Student



Staff & Student Ratios



In Nova Scotia - Statistics

- approximately 49,200 total student population**
- approximately 565 students with print disabilities**
- NSCC serves the highest percentage followed by Saint Mary's**
- higher percentage of PD students than other institutions profiled – identification process is effective**

In Nova Scotia - General

- no specific funding for AF materials**
- duplicate production is problematic here, too**
- students prefer getting materials in about 1 day**
- lack of coordinated statistics makes it difficult to measure outcomes**
- NSCC system is a model service, however face same national issues**
- desire to share best practices**

Conclusions

- best practices in NS and elsewhere**
- adding to existing infrastructure frees up student and staff time – more focus on studying and learning**
- coordinated effort with regard to publishers' files**
- better record keeping adds to the strength of our stories**
- many details and procedures to be determined!**

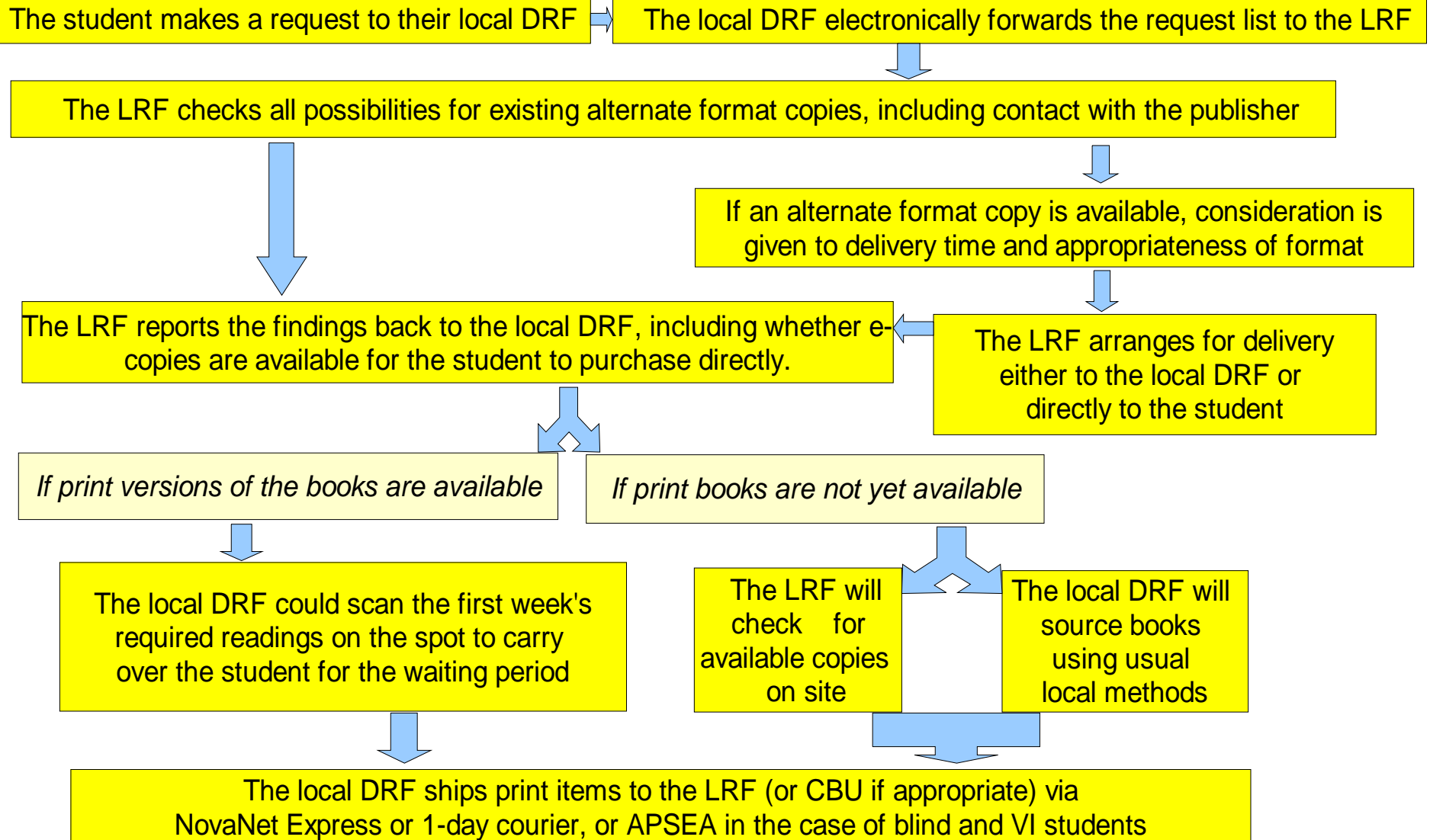
Questions?

The Proposal

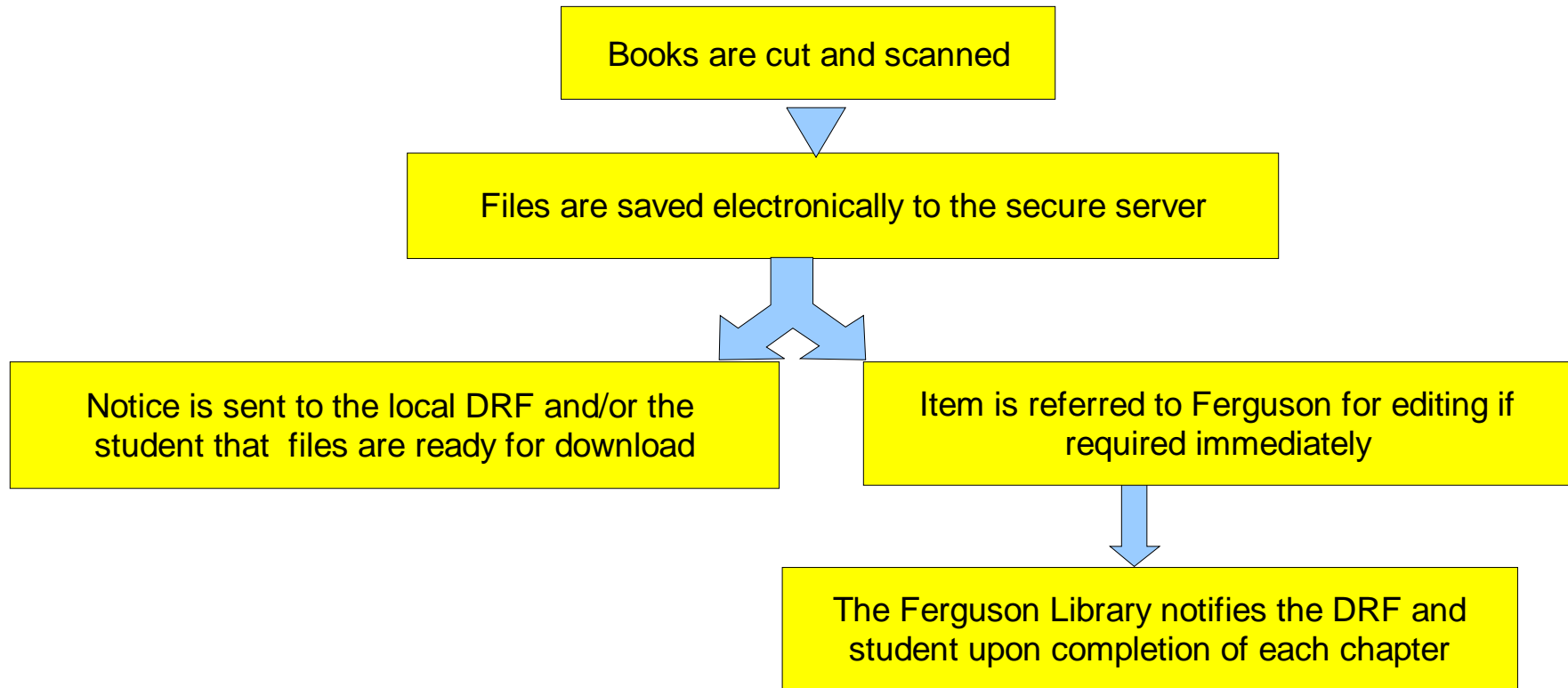
Suggestions

- 4 additional positions: 2 Library Resource Facilitators, 1 Coordinator and 1 Administrative Assistant**
- incorporate existing equipment plus add scanners, server space and additional supplies where necessary**
- use of a central, secure server to reduce delivery times to students**
- piggyback on existing administrative structures & partnerships with other agencies**

Model – Day 1



Model – Day 2/3



Model – Days 3/4 & 5/6

Books are rebound



Books are shipped back to local DRF office for the student to pick up via NovaNet Express or Canada Post using the book rate

Notice of completed scanned items and brief descriptions (e.g. 'raw unedited scan in ASCII format') is sent to the local institution's library for cataloguing

OR

LRF catalogues items



Catalogued records are submitted to NovaNet, CAER, AMICUS and CANWIP

Consider....

- fast turnaround for scanned items – even faster if e-copies are found, priorities can be responsive to student needs*
- pilot project with the ultimate goal of significant reduction in scanning activity in favour of full and equitable electronic access from publishers*
- model based on supplemental scanning of required readings, bottlenecks at semester beginning still need to be addressed*

Discussion

- **administrative model: consortial governance, arms length body, advisory committee, Department of Education, etc.**
- **staff locations: are there advantages to some locations?**
- **long term goals and roles of the coordinated service, including information sharing and training**
- **QUESTIONS?**