

CAPER-BC



Centre for
Accessible
Post-secondary
Education
Resources

ANNUAL REPORT

2014-2015

“Thank you so much for your work. I’ve listened to several sections and the voice speed is excellent, very clear and I want to thank you and the team at CAPER for your work. It makes a huge difference for me to be able to hear the material several times while looking at the material.”

– BCIT student

“I can’t tell you how much I appreciate your effort reformatting this file. Having ZoomText read to me sure saves me a lot of grief trying to read it myself in larger print. You are awesome!”

– Kwantlen student

“Thank you very much for your wonderful service. In the first email I received from CAPER-BC, it was stated “We’re here to help.” and that sentence really made me feel relieved, less anxious and welcomed. Having a mental health disorder sometimes makes me feel like I’m a burden, but your organization made me feel that it’s OK to reach out for help so I can achieve higher education. Again, thank you very much for your support.”

– Okanagan College student

“Alternate formats are a lifesaver they are for this disabled student! Saves me a lot of pain by not having to hold a heavy book in my neuropathy afflicted hands.”

– University of the Fraser Valley student

“Your program is such a blessing for people like me with a learning disability. This has helped me improve my study time as well as continually helping me with my reading comprehension.”

– Camosun College student

TABLE OF CONTENTS

Annual report, April 2014 – March 2015 Making teaching and learning materials accessible

Table of Contents	1
About CAPER-BC.....	2
Executive Summary	3
Service Goals.....	4
CAPER-BC Priorities.....	4
Key Operational Areas	4
1. Continue to improve responsiveness and communication	4
2. Continue to improve production efficiencies.....	6
3. Increase learner access to alternate formats.....	6
4. Develop and deliver training tools	7
5. Encourage provincial collaboration.....	7
Projects and progress.....	8
BCcampus and open textbooks.....	8
Staffing	9
Funding advocacy.....	11
Contract Work.....	11
Financial report	12
Appendix 1: Data.....	13
Figure 1.1 Requests Fulfilled, 2014-15	13
Figure 1.2 Average wait time in days to fulfill requests, 2012-15	14
Figure 1.3 Average production time in days, 2012-15	14
Figure 1.4 Alternate formats produced, 2014-2015	15
Figure 1.5 Disabilities of registered students by mandated institution, 2014-15	16
Figure 1.6 Disabilities of registered students, 2008-15	17
Figure 1.7 Subjects requested by percent, 2014-15.....	17
Figure 1.8 Number of trades requests, 2008-15	18
Appendix 2: Alternate formats and costs.....	19
Figure 2 Estimated alternate format value by institution, 2014-15	19
Description of alternate formats and production costs.....	20
Appendix 3: Events and Activities 2014-15	21

Service provided by Langara College
Funded by the B.C. Ministry of Advanced Education

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ABOUT CAPER-BC

The Centre for Accessible Post-secondary Education Resources British Columbia (CAPER-BC) is a publicly funded organization that provides print disabled post-secondary students with the accessible course material they need to succeed. CAPER-BC serves clients who cannot use conventional print due to visual impairments (including blindness), learning disabilities, physical limitations, neurological impairments and multiple disabilities.

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, CAPER-BC assists those with print disabilities successfully access post-secondary educational opportunities, and become skilled members of BC's workforce.

EXECUTIVE SUMMARY

This year is the 30th anniversary of CAPER-BC with the first funding grant received in 1985. Since then the Ministry of Advanced Education and CAPER-BC have both changed names a few times. The thirty years have seen huge changes in technology, alternate formats and production workflows while demand for our services has steadily increased.

During 2014-15, CAPER-BC served 1168 students with print disabilities who made 3553 requests for alternate formats for course materials. On average it took 4.7 days to send out files for a request and 13.1 days if production was required. Fewer requests and additional revenue allocated to staffing resulted in the decrease in request time compared to the previous year.

Over the past several years supporting students in the trades has become a greater part of CAPER-BC's work. Trades materials made up 50% of the requests while 15% of the students served were trades students. Trades materials are more time consuming to produce and less likely to be already available in an accessible format. With the focus on trades training outlined in the B.C.'s Skills for Jobs Blueprint we anticipate the volume of trades requests will continue increase.

CAPER-BC received \$100,000 one-time funding for 2015-16. This grant will support the delivery of short-term training aligned with B.C.'s Skills for Jobs Blueprint by increasing CAPER-BC's capacity to produce accessible materials in trades and math, to conduct further user testing of open textbooks to ensure accessibility, and to produce new trade materials using the principles of universal design.

CAPER-BC leverages an economy of scale to share resources amongst 20 British Columbia post-secondary institutions, which eliminates duplication of services and ensures high quality service. Rather than each institution creating or sourcing an accessible title separately, CAPER-BC ensures that each resource only be created or sourced once. As we enter the third decade of our service we look forward to providing print disabled post-secondary students with the accessible course material they need to succeed.

Ministry of Advanced Education Objective 1.1:

Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce¹.

¹ British Columbia Ministry of Advanced Education 2014/15 - 2016/17 Service Plan <<http://www.bcbudget.gov.bc.ca/2014/sp/pdf/ministry/aved.pdf>>

SERVICE GOALS

This report presents outcomes relating to priorities stated in the B.C. Ministry of Advanced Education funding letter dated August 28, 2014.

CAPER-BC PRIORITIES

CAPER-BC priorities for 2014/2015 services are outlined in the AVED funding letter, as follows:

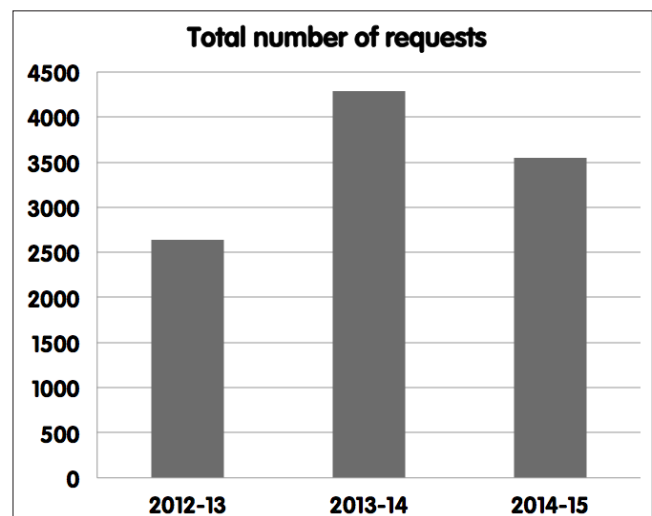
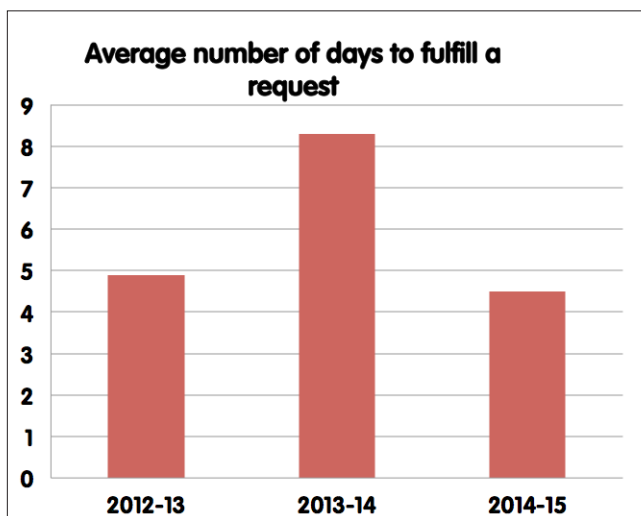
1. continue to improve responsiveness and communication with students, disability coordinators, librarians and other stakeholders by lending alternate formats, consulting on best solutions, communicating through a variety of electronic and personal means, and following up with surveys to determine students' needs;
2. continue to improve production efficiencies by maintaining and developing partnerships with other agencies, services and consortia, and by researching appropriate technology;
3. 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 communications;
4. develop and deliver training tools and workshops to inform new disability coordinators, librarians and related personnel, and students about alternate formats, CAPER-BC services and accessible on-line learning;
5. encourage collaborative mechanisms with BCcampus, Electronic Library Network, and other provincial groups.

KEY OPERATIONAL AREAS

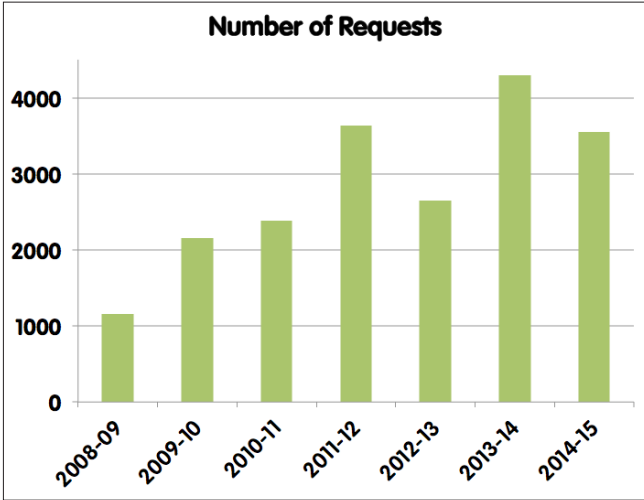
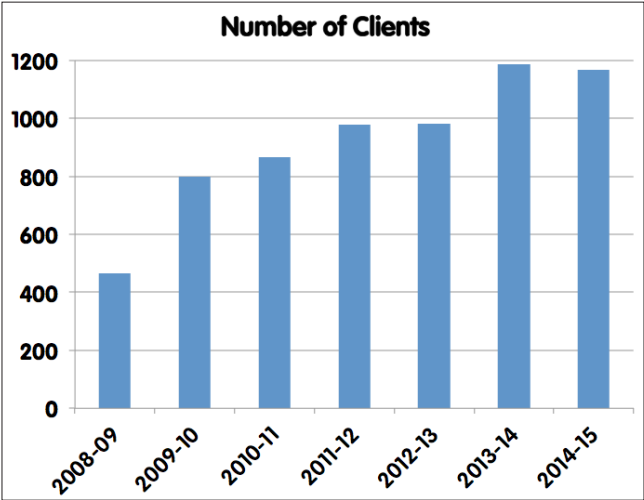
Key operational areas outlined in the CAPER-BC funding letter:

1. CONTINUE TO IMPROVE RESPONSIVENESS AND COMMUNICATION

This past year the average number of days it took to fulfill a request dropped to 4.7 days, slightly faster than two years ago. Last year it was 8.3 days. The improvement in time can be attributed to two main factors. First, CAPER-BC had approximately 700 fewer requests than last year. Second, additional funds due to unexpected contract revenue² were allocated to staffing.



Although funding hasn't increased since 2008, demand has increased dramatically. There has been a steady increase in the number of clients and a general trend showing an increase in the number of requests CAPER-BC has fulfilled since 2008. An increase in ongoing grant funding, necessary to augment base staff levels and update technologies, would enable CAPER-BC to satisfy the increasing demand for services. For students with print disabilities timely access to alternate formats is a necessary accommodation.



In addition to supporting students across the province through regular telephone and e-mail communication, CAPER-BC surveys students at the end of each semester to solicit direct feedback. In the fall survey 74% of students who responded said they were very happy or happy with our service. In the spring survey 79% of students who responded indicated they were very happy or happy. The survey indicated that many students felt the amount of e-mail communication was overwhelming. As a result, CAPER-BC audited all communications and then simplified them. Our goal with communication is to be concise and consistent.

In order to ensure that disability coordinators have current information, CAPER-BC offers a weekly email reports to summarize all information relating to a specific request and also sends them an email newsletter in the Fall and Spring semesters.

“Good job with the alternate textbook service. I find it to be very good and when I have a question I get a response within a couple days so that is very helpful.”

– Kwantlen student

Ministry of Advanced Education Objective 1.3: Increase participation and successful completion of all students.
Strategy: Continue to provide support to students with disabilities through a range of programs that provide student financial assistance, adaptive equipment, and accommodation services to address barriers to education.

CAPER-BC Advisory Committee

This past year CAPER-BC planned our annual meeting with Post-secondary Communication Access Service (PCAS) at BCIT's Downtown campus. The 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 CAPER-BC Advisory Committee is to advise CAPER-BC of student needs, give feedback on products and services provided by CAPER-BC, and share information about needs, trends, opportunities, and technology.

The 2014 CAPER-BC Advisory Committee included representatives from the Disability Services Articulation Committee, Assistive Technology BC, The Council of Post-Secondary Library Directors, BC Council of Senior Student Affairs Leaders, The Provincial Resource Centre for the Visually Impaired, UBC Access and Diversity, the Vancouver Community College Program for the Visually Impaired, Industry Training Authority, BCcampus, as well as CAPER-BC staff.

2. CONTINUE TO IMPROVE PRODUCTION EFFICIENCIES

Within the constraints of limited funding, CAPER-BC has maximized technological efficiency. This year staff initiated planning for a client management system replacement. The outcome will be a system that enables seamless communication with CAPER-BC's client base while tracking important operational statistics. In the next couple of years there is a plan to implement an online repository which would allow disability service coordinators to search CAPER-BC's catalogue and download files for their students. These projects are major upgrades and will require project funding to complete.

In February 2014 CAPER-BC received an additional \$25,000 one-time grant from The Ministry for equipment. It was difficult to source and receive the products by the end of the fiscal year, so \$8300 was deferred for the purchase of computers and sound equipment for the sound booths used to produce DAISY format (human voice audio) materials.

3. INCREASE LEARNER ACCESS TO ALTERNATE FORMATS

Loaning Alternate Formats

Of the 3553 format requests made between April 2014 and March 2015, 1732 requests (49%) were fulfilled, fully or partially, directly from the CAPER-BC collection. This efficiency is possible as CAPER-BC is a centralized shared service.

Borrowing Alternate Formats

Whenever possible CAPER-BC borrows alternative formats from other institutions. Of the 3553 requests processed this fiscal year, CAPER-BC was able to borrow 157 alternate formats, saving time and money. During this same time period, CAPER-BC lent 50 productions to other partner institutions, both inside and outside of British Columbia.

Production of Alternate Formats

CAPER-BC processed 3553 format requests between April 2014 and March 2015. Of these requests, CAPER-BC produced 1302 alternate formats. These productions included accessible PDF, e-text, MP3, and Kurzweil files.

4. DEVELOP AND DELIVER TRAINING TOOLS

Accessibility Toolkit

CAPER-BC helped write the BC Open Textbook Accessibility Toolkit (<http://opentextbc.ca/accessibilitytoolkit>) to share lessons learned from user testing and to articulate best practices for open textbook accessibility. This toolkit is published on the same platform and licensed under the same Creative Commons license as the other open textbooks. It introduces the concepts of Universal Design for Learning and shows concrete ways to make different types of content accessible. While this toolkit was written for faculty writing open textbooks, it has much broader application for all teaching materials. As CAPER-BC normally remediates textbooks that aren't accessible, it was exciting to develop a toolkit that will provide accessibility from the start. The toolkit received extremely positive feedback from faculty, instructional designers, librarians, and disability services staff.

Training Clients and Partners

Training workshops, seminars, and tours of the CAPER-BC office introduces people to assistive technology and alternate formats being produced at CAPER-BC³. This year CAPER-BC conducted several tours, site visits and participated in an event for the International Day of Persons with Disabilities while at the College of New Caledonia. The librarians were a resource for colleagues in academic and public libraries on aspects of alternate formats for those with disabilities, including production and copyright.

CAPER-BC also met with University of Northern British Columbia's Access Resource Centre to discuss possibilities for collaboration, sharing and support. CAPER-BC has now met with all of the research universities that are not part of our funding mandate.

5. ENCOURAGE PROVINCIAL COLLABORATION

CAPER-BC collaborates with post-secondary institutions and disability service organizations across British Columbia and is an active member of two national organizations.

Post-secondary Institutions

CAPER-BC's most important partners are the colleges, institutes and universities where our clients study. Given that CAPER-BC 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. CAPER-BC also ensures prompt service and effective collaboration by assigning an individual staff member to act as the main contact point for each institution.

This year, CAPER-BC librarians conducted several site visits to discuss ongoing innovations, procedures, processes and solicit feedback. We visited Vancouver Community College, College of New Caledonia, and University of Northern British Columbia.

Provincial Partnerships

CAPER-BC staff attended the Disability Services Articulation Group annual meeting. CAPER-BC also presented an interim report to the Council of Post-Secondary Library Directors in BC (CPSLD) and Council of Senior Student Affairs Leaders in BC (CSSAL) to inform them of new technology and cost-savings that resource sharing can provide. Additionally, CAPER-BC met regularly and collaborates with other disability service organizations such as the Provincial Resource Center for the Visually Impaired (PRCVI), Assistive Technology BC (AT-BC), and UBC Access and Diversity.

³ For a list of events that occurred throughout the year, see Appendix 3: Events and Activities, page 21.

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, CAPER-BC is able to obtain accessible materials from other alternate format producers under a reciprocal borrowing agreement, and during 2014-15, CAPER-BC borrowed a total of 131 titles from partners, and loaned out 59 titles to partners. This represents a considerable savings as each title borrowed means that costly production is not required for that title.

PROJECTS AND PROGRESS

This past year CAPER-BC focused on its core mandate, to deliver accessible formats in a timely way. In addition CAPER-BC collaborated with BCcampus on the open textbook project, continued to advocate for sustainable funding, and accepted additional contract work which enabled staffing level enhancement.

BCCAMPUS AND OPEN TEXTBOOKS

BCcampus approached CAPER-BC to work with them to make the open textbooks produced in British Columbia accessible. Open textbooks are free, open, online textbooks where the content is made available under an open license. This project has saved B.C. students over \$700,000 since it started in 2013. A CAPER-BC librarian collaborated with the Manager, Open Education at BCcampus and an Instructional Designer from Camosun College. As a team they worked with students with print disabilities who use alternate formats and assistive technology to test five textbooks. In February they held an in-person focus group which was extremely valuable. Based on student feedback, BCcampus incorporated the changes necessary to make these textbooks accessible.

Informed by principles of Universal Design for Learning and to ensure the open textbook content is accessible, the team wrote the BC Open Textbook Accessibility Toolkit (<http://opentextbc.ca/accessibilitytoolkit>) for faculty who will be writing open textbooks. The team was selected to present at the Center on Disabilities at California State University (CSUN) conference in San Diego, the largest disability and technology conference in the world. The BCcampus/CAPER-BC/Camosun team presented webinars on this topic for Open Textbook Week and for the Educational Technology Users Group (ETUG). The additional one-time grant that CAPER-BC received for 2015-16 will enable the continuation of this work. The next round of user testing will focus on students with learning disabilities and trades open textbooks.

Ministry of Advanced Education Objective 1.2 Respond and adapt to the diverse and changing needs of students.

Strategy: Develop open textbooks for the 40 highest enrolled first and second year undergraduate subject areas and an additional 20 open textbooks that will focus on skills training and technical programs.

STAFFING

CAPER-BC has six full time staff members: two librarians (Stephen Blaeser and Tara Robertson), two library technicians (Vanessa Brown and Shuyan Dai), and two library assistants (Laura Taylor and Dan Carkner). Stephen returned from a one year sabbatical in September and Vanessa returned from a one year secondment to another department in February. Cynthia Ng replaced Stephen and Jen Brown was seconded from Langara Library to replace Vanessa. Both Cynthia and Jen brought significant experience, skills and enthusiasm to CAPER-BC. CAPER-BC benefited from their new perspectives and skills.

To acknowledge the budget and staffing workload and improve connections across Langara College, CAPER-BC developed a coordinator role and Stephen Blaeser took on the additional responsibilities in September 2014.

Patricia Cia, Director of CAPER-BC since April 2014, became Director, Academic Innovation at Langara in July 2014. This role encompasses the Library and Learning Commons, Educational Technology, Teaching & Curriculum Development Centre, and CAPER-BC. In addition to providing strategic leadership, Patricia worked this year to clarify and document the relationship between CAPER-BC and Langara College. Both the process and the documentation have already proved useful.

Although much has been done to automate CAPER-BC processes, significant staff hours are still required to respond to requests, maintain the collection and technical infrastructure, and produce and edit alternate format material. In 2014-15 most of the revenue generated through additional contracts was targeted for staff resources. Having additional library assistant hours and student aide hours enabled productions to be completed faster. Due to the uncertain availability of contract work it's not possible to hire permanent staff with this money. The extra grant funding for 2015-16 will augment staff resources for this year only.

“CAPER BC’s professionalism and dedication to serve with excellence persons with disabilities like myself has made a world of difference to my transition to my MA program as a mid-career professional.”

– Royal Roads student

CAPER-BC



Centre for
Accessible
Post-secondary
Education
Resources

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

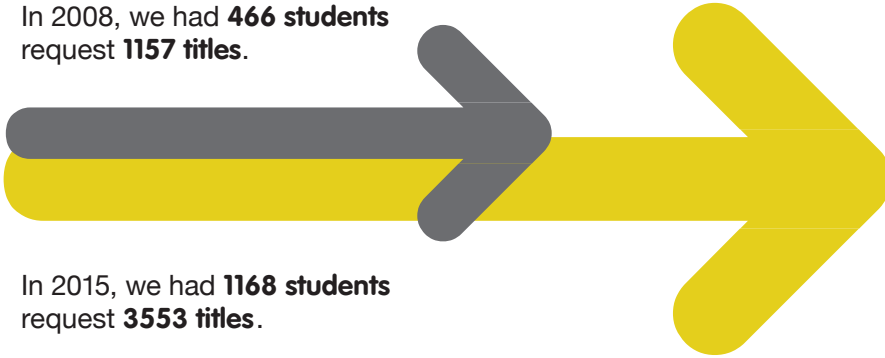
We are a shared-service,
serving **20 educational
institutions** across BC.



50% of requested titles
are **in the trades**.



In 2008, we had **466 students**
request **1157 titles**.



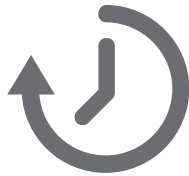
208%
increase

In 2015, we had **1168 students**
request **3553 titles**.

We've been operating with
the **same funding since 2008**.



0%
increase



**4.7
days** → **8.3
days**

Average wait time for students
has ranged between **4.7 days**
and **8.3 days**.

Our goal is to bring wait times
back down to **under 5 days**.

→ **5
days**

With adequate support,
students with print disabilities
can achieve their **education,**
employment and **training goals**.



FUNDING ADVOCACY

CAPER-BC was thrilled to receive \$100,000 one-time funding for 2015-16. This grant will support the delivery of short-term training aligned with B.C.'s Skills for Jobs Blueprint by increasing CAPER-BC's capacity to produce accessible materials in trades and math, to conduct further user testing of open textbooks to ensure accessibility, and to produce new trade materials using the principles of universal design.

While this one-time funding will enable more to be done in the coming year, CAPER-BC will continue to advocate for ongoing sustainable funding. Langara College continues to subsidize this essential province-wide shared service. Securing adequate and sustainable funding remains one of the top priorities for the coming year.

CAPER-BC received \$516,000 in funding but provided an estimated value of \$1,037,008 in alternate format requests⁴. This demonstrates the tremendous value of provincial shared services.

CONTRACT WORK

A great year for revenue generating contract work, CAPER-BC brought in almost \$35,000 in revenue during 2014-15.

CAPER-BC leveraged its expertise in the production of DAISY talking books for BC Library Cooperative's National Network for Equitable Library Service (NNELS) project.

Royal Roads University, which is not included in the funding mandate, outsourced all their alternate format production to CAPER-BC. This was a significant amount of work. There were 31 students and 101 requests from Royal Roads University, comparable in volume to a medium sized college.

CAPER-BC also contracted with BCcampus to help ensure that open textbooks are made accessible from the start of the content creation life cycle. When content is created following accessibility guidelines that ensures that all students can access material while saving the need to retrofit content at a later date.

"Utilizing CAPER-BC's services has greatly benefited my students. The level of professionalism provides me with the reassurance that when I refer a student I know the job will get done properly and in a timely manner. It is one less thing I have to worry about. I am grateful to have the CAPER-BC staff on my team."

– Michelle Underdown, Coordinator of Accessibility Services, Royal Roads University

⁴ See Appendix 2, Figure 2: Estimated alternate format value by institution, 2014-15, page 19

FINANCIAL REPORT

REVENUE 2014-15	BUDGET	ACTUALS	BALANCE
Grant	\$516,000.00	\$516,000.00	–
Grants Deferred	\$8,357.00 ³	\$8,357.00	–
Miscellaneous revenue	\$30,767.50 ⁴	\$34,427.50	\$(3,660.00)
Total Revenue	\$555,124.50	\$558,784.50	\$(3,660.00)

EXPENSES	BUDGET	ACTUALS	BALANCE
SALARIES			
Stipend-In	\$574.56	\$574.56	–
Librarians	\$165,431.04	\$154,445.66	\$10,985.38
Staff	\$251,854.53	\$256,105.21	\$(4,250.68)
Fringe benefits	\$84,378.97	\$81,801.32	\$2,577.65
Subtotal Salaries	\$502,239.10	\$492,926.75	\$9,312.35

OTHER EXPENSES			
Supplies	\$2,500.00	\$2,178.06	\$321.92
Books	\$500.00	–	\$500.00
Electronic subscriptions & references	\$500.00	\$1,137.26	\$(637.26)
Communications: Phones & equipment	\$1,700.00	\$2,072.15	\$(372.15)
Software + maintenance	\$7,000.00	\$5,486.64	\$1,513.36
Hosting	\$3,483.43	\$834.43	\$2,649.00
Travel & conference	\$7,447.03	\$6,486.38	\$960.65
Printing	\$4,000.00	\$1,280.15	\$2,719.85
Deliveries: Courier & shipping	\$5,100.00	\$1,859.85	\$3,240.15
Fees: Contract administration	\$25,800.00	\$25,800.00	–
Fees: Membership	\$4,000.00	–	\$4,000.00
Fees: Miscellaneous	\$13,500.00	\$13,500.00	–
Fees: Reader contracts	\$16,815.75	\$12,058.51	\$4,757.24
Computing equipment	\$29,008.75	\$17,904.91	\$11,103.84
Office Furniture	–	\$2,875.10	\$(2,875.10)
CAPER-BC rebranding	\$500.00	\$2,819.20	\$(2,319.20)
Subtotal Other Expenses	\$121,854.96	\$96,292.66	\$25,562.30
Total Expenses	\$624,094.06	\$589,219.41	\$34,874.65
Surplus/(Deficit)	\$(68,969.56)	\$(30,434.91)	\$(31,214.65)

³ Funds deferred from unspent 2013-14 one-time funding for equipment.

⁴ Adjusted budget mid-year to reflect actual contract revenue, original revenue budget was \$10,000.

APPENDIX 1: DATA

FIGURE 1.1: REQUESTS FULFILLED, 2014-15

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION			
	2014-15			2013-14		
British Columbia Institute of Technology	495	271	55%	685	275	40%
Camosun College	282	189	67%	348	251	72%
Capilano University	94	19	20%	96	21	23%
College of New Caledonia	83	27	33%	114	70	61%
College of the Rockies	54	29	56%	182	154	86%
Douglas College	235	81	35%	217	83	42%
Emily Carr University of Art + Design	28	12	43%	2	0	0%
Justice Institute of British Columbia	2	0	0%	2	0	0%
Kwantlen Polytechnic University	181	47	28%	326	183	59%
Langara College	143	44	31%	128	42	33%
Nicola Valley Institute of Technology	0	0	0%	4	2	50%
North Island College	423	326	77%	122	102	84%
Northern Lights College	259	63	25%	175	148	85%
Northwest Community College	78	15	19%	193	101	52%
Okanagan College	240	183	76%	734	601	84%
Selkirk College	334	171	51%	517	333	65%
Thompson Rivers University	290	133	46%	169	95	57%
University of the Fraser Valley	248	89	36%	232	107	48%
Vancouver Community College	56	9	16%	25	7	28%
Vancouver Island University	28	24	86%	21	19	90%
Total	3553	1732	49%	4292	2594	61%

APPENDIX 1: DATA

FIGURE 1.2: AVERAGE TIME IN DAYS TO FULFILL REQUESTS, 2012-15

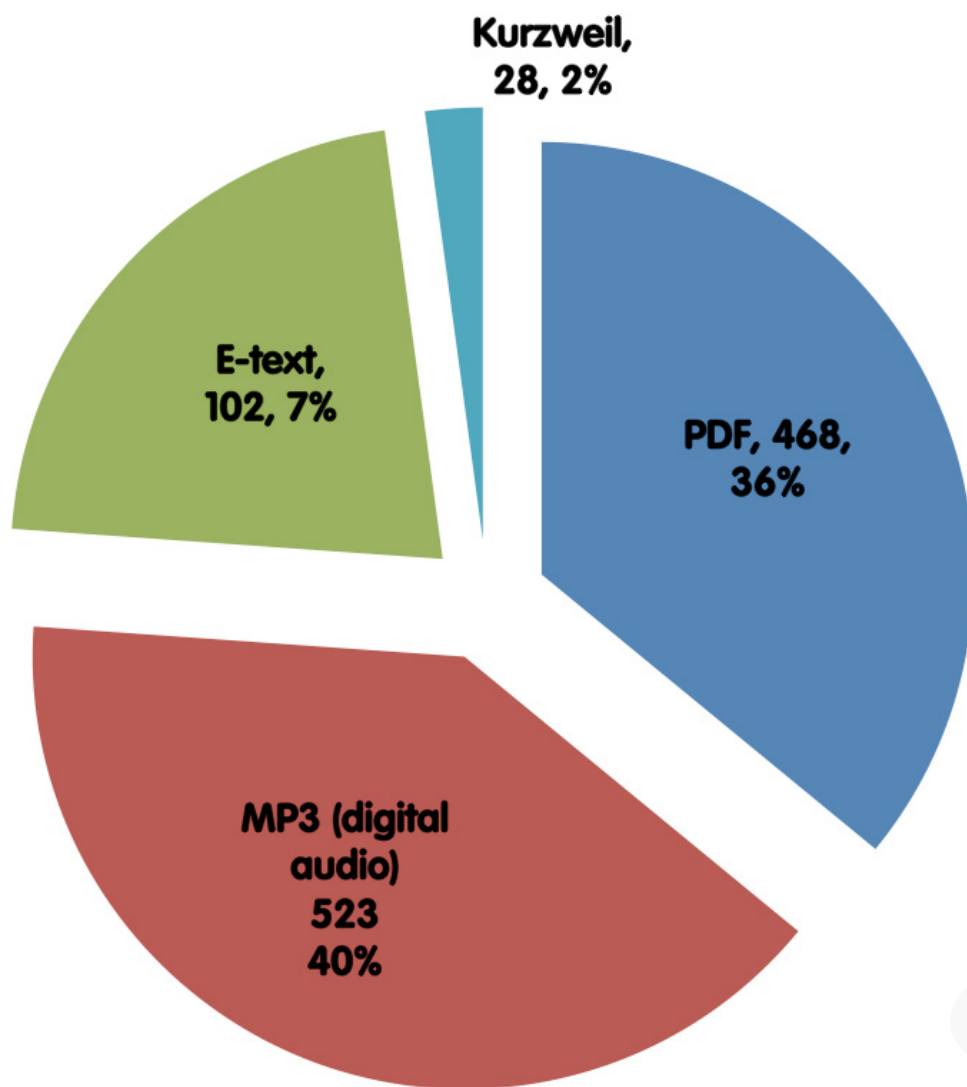
INSTITUTION	2014-15	2013-14	2012-13
British Columbia Institute of Technology	3.3	9.4	5.3
Camosun College	1.6	2.2	0.3
Capilano University	9.1	7.8	6.1
College of New Caledonia	3.2	5.5	1.1
College of the Rockies	3.2	5.2	2.7
Douglas College	2.1	0.2	1.0
Emily Carr University of Art + Design	2.7	22.0	5.6
Justice Institute of British Columbia	17.5	N/A	24.9
Kwantlen Polytechnic University	4.1	5.2	1.8
Langara College	4.1	7.8	6.0
Nicola Valley Institute of Technology	0.0	24.0	2.8
North Island College	1.1	17.7	2.1
Northern Lights College	5.8	11.5	7.0
Northwest Community College	0.8	4.2	1.8
Okanagan College	10.3	5.4	0.9
Selkirk College	2.2	2.8	2.8
Thompson Rivers University	2.2	5.9	4.9
University of the Fraser Valley	7.5	11.4	10.6
Vancouver Community College	13.7	9.0	10.0
Vancouver Island University	0.6	0.0	0.1
Average number of days	4.7	8.3	4.9

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

FIGURE 1.3: AVERAGE PRODUCTION TIME IN DAYS, 2012-15

FORMAT	2014-15	2013-14	2012-13
E-text	12.6	23.3	18.6
Kurzweil	6.5	3.0	19.2
MP3	15.4	21.5	19.2
PDF	12.8	11.9	11.8
Ebook	18.0	–	19.5
Average	13.1	14.9	19.5

FIGURE 1.4: ALTERNATE FORMATS PRODUCED, 2013-14



APPENDIX 1: DATA

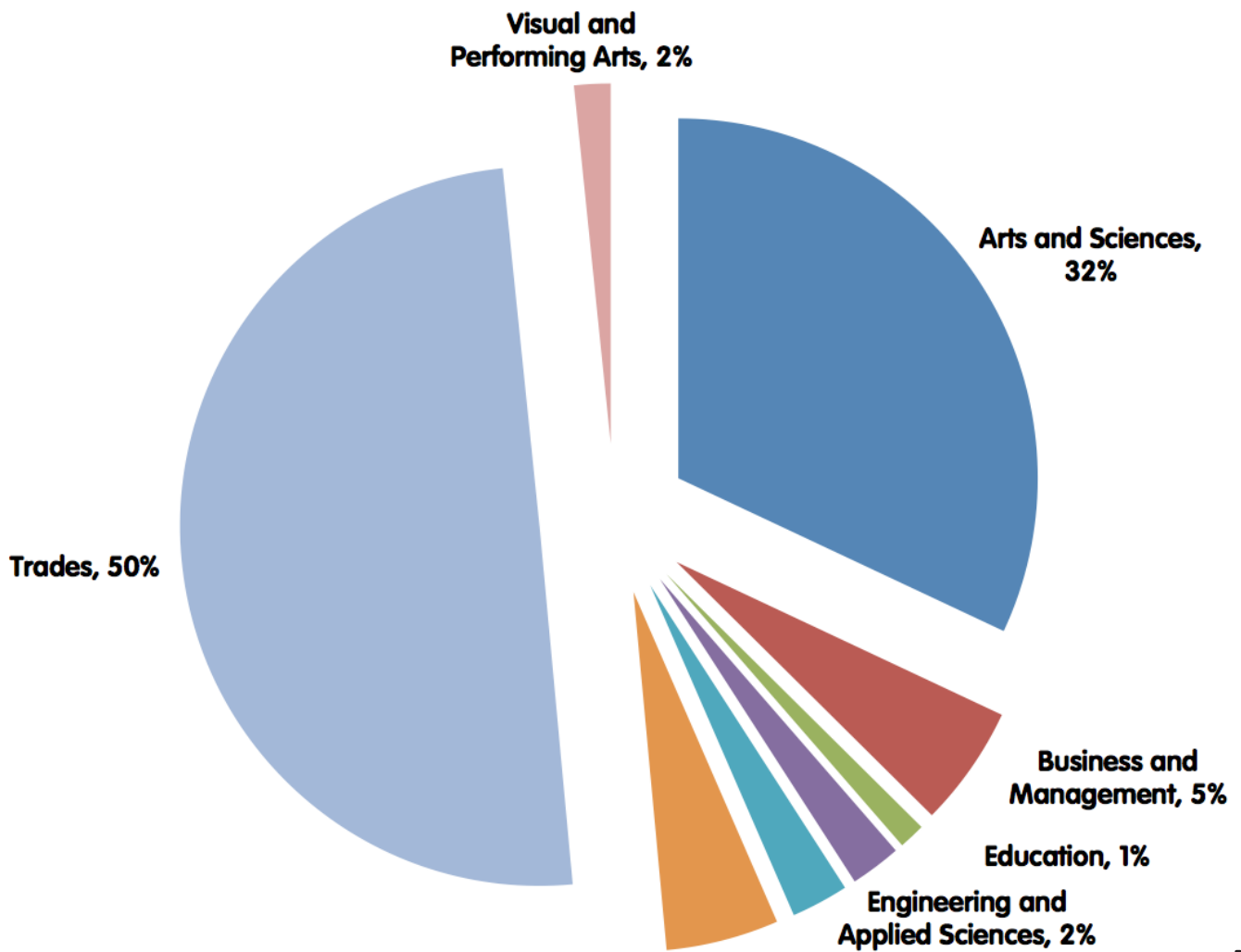
FIGURE 1.5: DISABILITIES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2014-15

INSTITUTION	LEARNING DISABLED	VISUALLY IMPAIRED	BLIND	PHYSICALLY DISABLED	MULTIPLE DISABILITIES	OTHER	TOTAL
British Columbia Institute of Technology	89	11		9	3	18	130
Camosun College	65	11		4	15	9	104
Capilano University	14	6	1	5	2	1	29
College of New Caledonia	13			3	4	4	24
College of the Rockies	34	3		1	3	2	43
Douglas College	53	9	2	8	2	3	77
Emily Carr University of Art + Design	16				2	1	19
Justice Institute of British Columbia	3						3
Kwantlen Polytechnic University	32	14	1	6	1	5	59
Langara College	26	12	2	2	1	1	44
Nicola Valley Institute of Technology	1	2					3
North Island College	43	4		7	6	13	73
Northern Lights College	37	2	1	2	6	2	50
Northwest Community College	17	1		1	2	4	25
Okanagan College	66	9		11	12	20	118
Selkirk College	65	4		1	6	5	81
Thompson Rivers University	67	9		11	9	8	104
University of the Fraser Valley	46	10	2	10	7	23	98
Vancouver Community College	7	12	1	3	4		27
Vancouver Island University	36	9	1	6		5	57
Total	730	128	11	90	85	124	1168
Percentage	62.5%	11.0%	0.9%	7.7%	7.3%	10.6%	100%

FIGURE 1.6 DISABILITIES OF REGISTERED STUDENTS, 2008-15

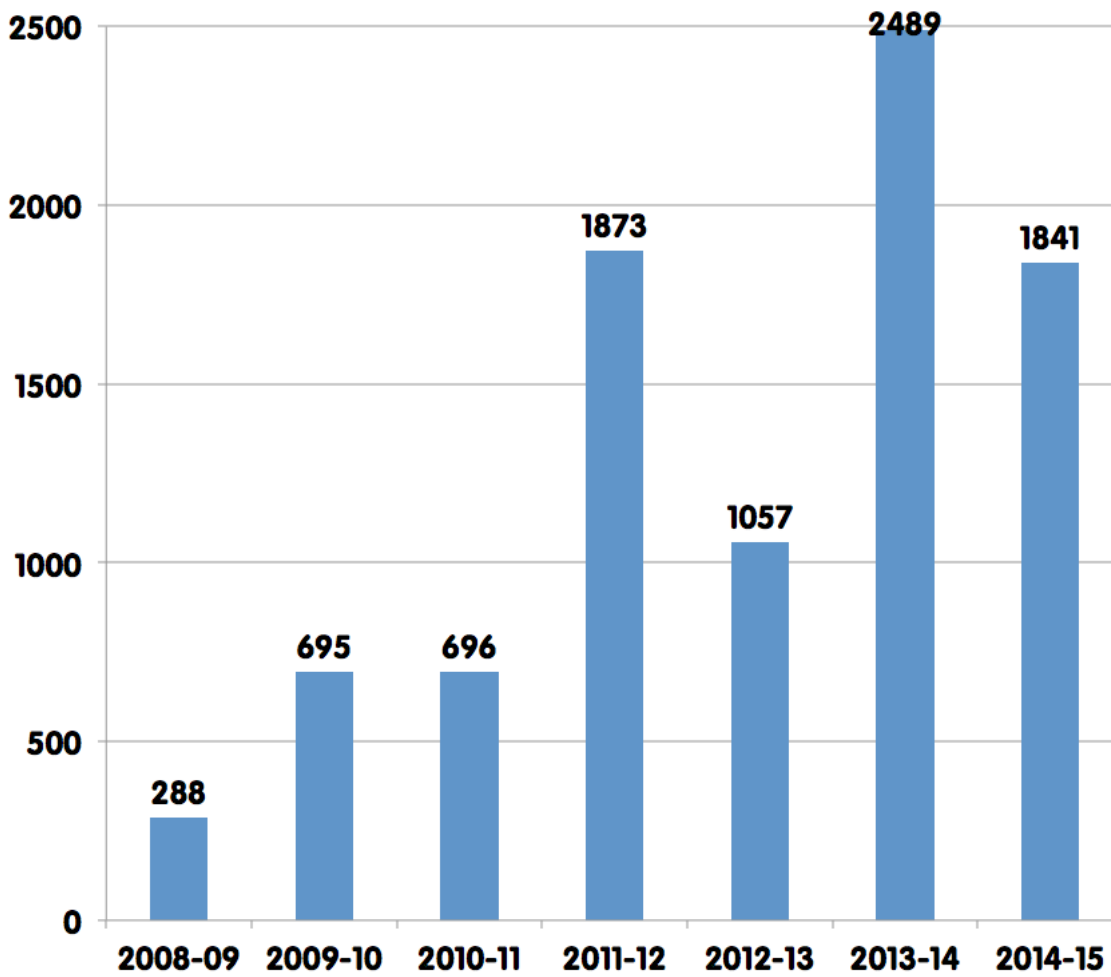
YEAR	LEARNING DISABLED	VISUALLY IMPAIRED	BLIND	PHYSICALLY DISABLED	MULTIPLE DISABILITIES	OTHER	TOTAL
2008-09	440	119	13	45	25	66	708
2009-10	478	124	15	67	41	74	799
2010-11	497	132	12	65	58	102	866
2011-12	572	144	11	76	69	107	979
2012-13	595	126	9	71	71	111	983
2013-14	726	145	12	87	81	135	1186
2014-15	730	128	11	90	85	124	1168

FIGURE 1.7 SUBJECTS REQUESTED BY PERCENT, 2014-15



APPENDIX 1: DATA

FIGURE 1.8 NUMBER OF TRADES REQUESTS, 2008-15



APPENDIX 2: ALTERNATE FORMATS AND COSTS

FIGURE 2 ESTIMATED ALTERNATE FORMAT VALUE BY INSTITUTION, 2014-15

INSTITUTION	STUDENTS REGISTERED WITH CAPER-BC	CAPER-BC FUNDING FOR EACH COLLEGE	ESTIMATED ALTERNATE FORMAT VALUE
British Columbia Institute of Technology	130	\$57,432	\$125,155
Camosun College	104	\$45,945	\$130,416
Capilano University	29	\$12,812	\$8,338
College of New Caledonia	24	\$10,603	\$13,268
College of the Rockies	43	\$18,997	\$19,709
Douglas College	77	\$34,017	\$14,276
Emily Carr University of Art + Design	19	\$8,394	\$11,666
Justice Institute of BC	3	\$1,325	\$1,030
Kwantlen Polytechnic University	59	\$26,065	\$22,772
Langara College	44	\$19,438	\$21,430
Nicola Valley Institute of Technology	3	\$1,325	\$0
North Island College	73	\$32,250	\$170,625
Northern Lights College	50	\$22,089	\$73,574
Northwest Community College	25	\$11,045	\$9,229
Okanagan College	118	\$52,130	\$101,013
Selkirk College	81	\$35,784	\$120,256
Thompson Rivers University	104	\$45,945	\$101,517
University of the Fraser Valley	98	\$43,295	\$80,164
Vancouver Community College	27	\$11,928	\$9,772
Vancouver Island University	57	\$25,182	\$2,798
Total	1,168	\$516,000	\$1,037,008

Note on format costing: This is based on production data from 2013-14, each title averaged about 400 pages. We used the actual number of productions for each format to calculate costs. Costs vary based on format required: PDF \$0.09/page, etext \$1.20/page, digital audio \$1.20/page, Braille \$2.50/page, DAISY \$3000/title.

Note on funding for each college: This is a calculated value using the percentage of registered students from each school with CAPER-BC on the total funding CAPER-BC receives.

APPENDIX 2: ALTERNATE FORMATS AND COSTS

DESCRIPTION OF ALTERNATE FORMATS AND PRODUCTION COSTS

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

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 print 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 skills.

The average production cost for PDF production is \$40. Actual cost for any production will depend on the needs of the client and the complexity and length of the material being produced.

ELECTRONIC TEXT (E-TEXT)

Any computer-readable text file, such as a word processor document. CAPER-BC produces .doc or .rtf for e-text.

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 by a screen reader such as JAWS.

The average production cost for an e-text production is \$350.

MP3 (DIGITAL AUDIO)

An audio recording encoded in the common MP3 digital audio format, and playable by an MP3 player, smart phone or computer. CAPER-BC produces MP3 with synthetic voices. These are produced by processing an e-text file with a text-to-speech program.

The average production cost for an mp3 production is \$500.

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. Kurzweil is commonly used by students with learning disabilities. Kurzweil can also open PDFs. In most cases when the Kurzweil format is requested, we send PDFs as they are much faster to produce.

The average production cost for a Kurzweil production is \$55.

DAISY (DIGITAL ACCESSIBLE INFORMATION SYSTEM)

This talking book format allows users to navigate text by chapter, section, and page number. DAISY books can be played on a computer or on a portable DAISY player and are generally used by blind or visually impaired people. CAPER-BC is capable of producing DAISY books with synthetic voices and human voices. This format would be used with complex content such as math or chemistry where the source material is too complex for less expensive audio versions. In the past few years CAPER-BC has not needed to produce DAISY books for course materials. CAPER-BC has been producing DAISY books for other organizations on contract.

The average production cost for a DAISY production is \$3000.

APPENDIX 3: EVENTS AND ACTIVITIES 2014-15

Apr. 16-17	Attended the Open Textbook Summit in Vancouver, BC
Apr. 23	Phone orientation for new disability staff member at Okanagan College
May 8-9	Attended the CAER meeting in Halifax, NS
May 26-27	Attended the Disability Resource Network conference and had an information table
May 29	Annual presentation to Disability Articulation
Jun. 4	Organized alternate format copyright meeting with other Lower Mainland education stakeholders (UBC, SFU, Langara College, and the BC Libraries Cooperative)
Jun. 12-13	Attended the Education Technology User Group (ETUG) workshop at Langara
Jun. 24	Visited Vancouver Community College to meet with Disability Services staff
Jul. 8	Organized a training workshop with Assistive Technology of BC training for CAPER-BC, Langara Library and Langara Disability Service staff
Aug. 20	Met with Disability Services staff from Douglas to go over alternate formats and procedures
Sept. 11	Met with Langara Teaching and Curriculum Development Centre and Biology instructor to discuss universal design and course materials
Sept. 29 - Oct. 2	Attended Access Library Technology conference in Calgary, AB
Oct. 31	Attended a RDA workshop organized by the Cataloguing and Technical Services Interest Group of the BC Library Association.
Nov. 19	CAPER-BC team yearly planning meeting
Dec. 2-4	Site visits in Prince George. Exhibited at an event for the International Day for Persons with Disabilities at College of New Caledonia; met with disability services staff and a student at CNC and University of Northern British Columbia to talk about ways to support them
Jan. 27	Facilitated in person focus group with students with print disabilities for open textbook accessibility project
Feb. 12	Attended code4lib in Portland, OR
Feb. 23	Orientation meeting with new staff at Douglas College
Feb. 24	Invited to speak on a panel at UBC's iSchool for Freedom to Read Week
Feb. 27	Met with Vancouver Community College librarians to discuss accessibility
Mar. 3-6	Presented at CSUN's 29th Annual International Technology and Persons with Disabilities Conference in San Diego, CA. "Opening the Doors to Education by Ensuring Accessibility" with Sue Doner, Camosun College.
Mar. 11	Presented a webinar for Open Education Week "Can I actually use it?" with Amanda Coolidge, BCcampus and Sue Doner, Camosun College
Mar. 31	Presented a webinar for Educational Technology User Group (ETUG) TELL session "Can I actually use it?" with Amanda Coolidge, BCcampus and Sue Doner, Camosun College

CAPER-BC 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 CAPER-BC.

CAPERBC.ca