# CAPER-BC

**Centre for Accessible Post-secondary Education Resources**

# ANNUAL REPORT

**2015-2016**

*"High praise for CAPER-BC! The quality of alternate format provided by CAPER-BC has facilitated a wonderful working relationship between Disability Services and an external Braille vendor. The degree of quality also led directly to a reduction in turnaround time from our request to delivery from the vendor. A big thank you from Disability Services and well deserved kudos for everyone at CAPER-BC!"*

*– Suzanne Munson, Langara College*

*"Your team is so professional and responsive. I really appreciate your support."*

*– Trish Foy, Selkirk College*

*"Being new to receiving this service, I'm impressed with the service available & the speed with which I received my accessible format."*

*– Emily Carr student*

*"This is a wonderful service that greatly assist me in my studies thereby helping me keep from aggravating my peripheral neuropathy pain in my hands and arms. Often holding a textbook can be problematic for me and distracting since holding a book too long especially if it is too heavy distracts from my learning."*

*– University of the Fraser Valley student*

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**Annual report, April 2015 – March 2016**

**Making teaching and learning materials accessible**

## 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

During 2015-16, CAPER-BC served 1280 students with print disabilities who made 3168 requests for alternate formats for course materials. On average it took 1.9 days to send out files for a request and 7.9 days if production was required. This is CAPER-BC's fastest average turnaround time ever. Turnaround time is the most important metric to students and disability service staff. Fewer requests and one-time funding 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 41% of the requests while 7% 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 to increase.

In 2015-16 CAPER-BC received $100,000 one-time funding. This grant was used to 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 e-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. 50% of requests were fulfilled from alternate format files already in the CAPER-BC collection. This 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 is only created or sourced once. In addition, as alternate format production is specialized and as assistive technology changes relatively quickly, CAPER-BC is an important central resource to support disability service offices.

**Ministry of Advanced Education Objective 1.1:**
**Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce[1].**

[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 October 18, 2015.

## CAPER-BC PRIORITIES

CAPER-BC priorities for 2015-16 services are outlined in the AVED funding letter, as follows:

1. Continuing to improve responsiveness to, and communication with, students, disability coordinators, librarians and other stakeholders regarding requests for accessible resource material;

2. Increasing efficiencies 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;

3. Maintaining, developing and strengthening partnerships with other agencies, services and consortia through the creation and sharing of resource materials;

4. Increasing learner access to alternate formats to ensure equity of access, support, institutional effectiveness and program diversity by establishing and maintaining appropriate liaisons with clients, service providers and the on-line community;

5. Developing and delivering training tools and workshops to inform disability coordinators, librarians and related personnel and students about alternate formats, CAPER-BC services and accessible on-line learning; and

6. Encouraging collaborative mechanisms with other provincial groups such as BCcampus and the British Columbia Electronic Library Network.

# 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 1.9 days, which is CAPER-BC's fastest turnaround time ever. In comparison, the average last year was 4.7 days and 2 years ago it was 8.3 days. The improvement in time can be attributed to two main factors. First, CAPER-BC had approximately 385 fewer requests than last year. Second, the majority of the one-time grant of $100,000 was allocated to staffing.

Although core 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 order to ensure that disability coordinators have current information, CAPER-BC submits weekly email progress reports summarizing all information relating to a specific request and also distributes an email newsletter in the Fall and Spring semesters.

In addition to supporting students across the province through regular telephone and e-mail, CAPER-BC surveys students at the end of each semester to solicit direct feedback. In the spring survey 96% of students who responded said they were very happy or happy with our service, as compared to 74% in the previous year. This sampling of student quotes address high quality service and how important a quick turnaround time is for students. Although CAPER-BC surpassed previous average fulfillment times, from the student perspective wait times should be shortened even more.

> *"Ideally if the rate of processing could be faster. I understand that there are many students requiring the formats but for me my books were sent away before the deadline to have the books in and I did not receive them until the second week of classes. This became difficult as I need the alternative formats to hear the textbooks rather then read them myself so I do not fall behind. With my books sent away I fell behind and it made it stressful and difficult to catch up to where I should be. Otherwise your service was fantastic and has saved me a lot of time not having to scan every page of the textbook! Thank you!!"*
>
> *– Kwantlen student*
>
> *"I appreciate how quickly questions and concerns are addressed via email and phone"*
> *– UFV student*
>
> *"Have a shorter turn around for text books and have more available."*
> *Okanagan student*

**CAPER-BC Advisory Committee**

The Advisory Committee meets annually to provide 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 provide by CAPER-BC, and share information about needs, trends, opportunities, and technology.

The 2015 CAPER-BC Advisory Committee included representatives from the Disability Services Articulation Committee, Assistive Technology BC, The Council of Post-Secondary Library Directors, 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.

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## 2. CONTINUE TO IMPROVE PRODUCTION EFFICIENCIES

Within the constraints of limited funding, CAPER-BC has maximized technological efficiency. CAPER-BC went live with a new client management tracking system on April 1, 2016. The new system enables seamless communication with CAPER-BC's client base while tracking important operational statistics.

In the next couple of years CAPER-BC plans to implement an online repository which would allow disability service coordinators to search CAPER-BC's catalogue and to securely download files for their students. This project is a major technology upgrade and will require project funding to complete.

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## 3. INCREASE LEARNER ACCESS TO ALTERNATE FORMATS

**Loaning Alternate Formats**

1595 requests (50%) of the 3168 format requests made between April 2015 and March 2016, 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. CAPER-BC was able to borrow 159 alternate formats of the 3168 requests processed this fiscal year, saving time and money. During this same time period, CAPER-BC lent 60 productions to other partner institutions, both inside and outside of British Columbia.

**Production of Alternate Formats**

CAPER-BC produced 992 alternate formats between April 2015 and March 2016 out of a total of 3168 format requests processed. These productions included PDFs, e-texts, MP3s, and Kurzweil files, large print, an ebook and one DAISY synthetic voice production.

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## 4. DEVELOP AND DELIVER TRAINING TOOLS

**Accessibility Toolkit**
The BC Open Textbook Accessibility Toolkit (http://opentextbc.ca/accessibilitytoolkit), which was written in collaboration with BCcampus and Camosun College won an international award for Creative Innovation from the Open Education Consortium. The Open Education Consortium awards recognize organizations that improve access to high-quality education for all individuals. Winners are selected by a panel of educations and open education advocates from around the world.

CAPER-BC's Ontario partner AERO translated the Toolkit into French (http://opentextbc.ca/troussedoutildaccessibilite). Tara Robertson, promoted the accessibility toolkit and universal design for learning with Amanda Coolidge, BCcampus, and Sue Doner, Camosun College at many provincial, national and international conferences[1] .

**Training Clients and Partners**
Training workshops, site visits and orientations for new disability service staff introduces people to assistive technology and alternate formats being produced at CAPER-BC. Tara Robertson provided orientations for new staff at Thompson Rivers University, and University of the Fraser Valley. 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.

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

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## 5. ENCOURAGE PROVINCIAL COLLABORATION
CAPER-BC's most important partners are the mandated colleges, institutes and universities. Given that CAPER-BC works with students at a distance, strong relationships with disability service providers 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.

CAPER-BC librarians continue to visit disability services staff at their institutions to discuss ongoing innovations, procedures, processes and solicit feedback. This year, Accessibility Librarians visited Selkirk College, College of the Rockies, Douglas College and Emily Carr University of Art + Design.

**Provincial Partnerships**

CAPER-BC staff attended the Disability Services Articulation Group annual meeting. CAPER-BC 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) informing them of new technology and cost-savings that resource sharing can provide. Additionally, CAPER-BC collaborated with other disability service organizations such as the Provincial Resource Center for the Visually Impaired (PRCVI), UBC Access and Diversity, and Assistive Technology BC (AT-BC). AT-BC and CAPER-BC staff participated in cross-training events where CAPER-BC staff were brought up to date on assistive technology and AT-BC staff saw the various formats CAPER-BC sends their students. These events resulted in even more collaboration on technical troubleshooting and problem solving.

**National Partnerships**

CAPER-BC continues to be an active member in the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER). Through CAER, CAPER-BC can obtain accessible materials from other alternate format producers under a reciprocal borrowing agreement. In 2015-16, CAPER-BC borrowed a total of 159 titles from partners, and loaned out 60 titles to partners. This represents a considerable savings as each title borrowed reduces the need for that title`s costly production. In November 2015, Tara Robertson became the Chair of CAER.

# PROJECTS AND PROGRESS

This past year CAPER-BC focused on its core mandate, to deliver accessible formats in a timely way. With the one-time funding grant of $100,000, CAPER-BC realized the largest budget in its 30 year history.

## DELIVERABLES FOR ONE-TIME FUNDING IN 2015-16

CAPER-BC was thrilled to receive $100,000 one-time funding for 2015-16. This grant was used to 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.

## ACCESSIBLE MATERIAL IN TRADES AND MATH

CAPER-BC staff participated in a 2 day training workshop on producing MathML. Producing accessible formats for math, chemistry, statistics and other subject areas that have many formulas has always been a challenge. Until this training had taken place, the best format that could be produced was human voice DAISY. CAPER-BC's contract narrators, who are skilled at reading complex formulas, would read textbooks aloud. While many students appreciate the human voice this is a slow, expensive option that only allows the student to listen to a complex equation from start to finish. With MathML a student using a screenreader can navigate within a complex equation and listen to specific parts of an equation as they need. However, producing high quality MathML content is very time consuming compared to regular etext production. It's likely this type of production will only be carried out for blind students, requiring a minimum 2 months lead time and having the full course outline on hand before production starts.

## CONDUCT FURTHER USER TESTING OF OPEN TEXTBOOKS

Last year CAPER-BC and BCcampus led a very successful round of user testing on the BC Open Textbooks with students with visual impairments. This year CAPER-BC tried to replicate the user testing with students enrolled at BCIT or Camosun College trades programs who have learning disabilities. We weren't able to recruit many students which speaks to the stigma of having a learning disability in trades training. In the planning stage Michelle McKinnon, Manager Apprenticeship Completions at Industry Training Authority, identified the high degree of stigma in having a reading challenge in the trades.

In light of this experience, CAPER-BC presented the testing as "usability testing" instead of "accessibility testing" and expanded the pool of respondents to include all students in trades currently using the open trades modules. Throughout this process CAPER-BC met with Michelle McKinnon at Industry Training Authority as well as trades instructors who were involved in creating the BC Open Trades Modules. Creating trades resources with universal design for learning principles will make better resources for students with print disabilities who are registered with Disability Services and access alternate formats through CAPER-BC, as well as students with reading challenges, students with undiagnosed learning disabilities and students who feel embarrassment, shame or stigma accessing accommodations through Disability Services.

## SUPPORTING THE PRODUCTION OF TRADES MATERIALS USING THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING

As the BC Open Textbooks are licensed under a Creative Commons CC-BY license, CAPER-BC was able to proactively produce the digital audio (mp3) files for the 23 common core titles. This took 50 hours of staff time, an in-kind contribution with a value of $4500. Students with print disabilities who require mp3s will not have to wait for these to be produced. Moreover, any student can use the mp3s, benefiting those who don't have the required documentation to qualify for alternate formats through their Disability Services office.

**Objective 1.3: Increase participation and successful completion of all students.**

**Strategy: Advance the development of free digital open textbooks and open education resources**

## FUNDING ADVOCACY

While the one-time funding grants from The Ministry is good news, CAPER-BC requires an increase in its ongoing operating budget. CAPER-BC has not had an increase to the operating budget since 2008, while demand for services has almost tripled.

The number of trades requests, relative to the number of students is high: 7% of these students make 41% of requests. One of the goals of The BC Skills for Jobs Blueprint is to "shift education and training to better match with jobs in demand". As the number of students in the trades increases it is anticipated CAPER-BC will be serving more students in trades with print disabilities. It is important that these students have the necessary supports to succeed, and that CAPER-BC has adequate funding to serve them.

**Objective 1.1: Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce.**

**Strategy: Increase investment in infrastructure and equipment for skills and trades training.**

The current Ministry of Advanced Education Service Plan's Goal 1 is "students are supported to achieve their education, employment and training goals". One of the strategies for achieving this goal is to "continue funding for program and services that support learners with disabilities."

CAPER-BC is an excellent example of a shared, centralized service that delivers value to mandated institutions and The Ministry.

> **Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities.**
>
> **Objective 3.1: Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.**

## CONTRACT WORK

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. CAPER-BC brought in over $8000 in revenue during 2015-16.

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 40 students and 72 requests from Royal Roads University, comparable in volume to a medium sized college.

## 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). This year CAPER-BC added several more on call library assistants: Jen Brown, Helen Tsoi and Beau Cooper. Having more library assistants enabled the achievement of the fastest turnaround time (for production and requests) in CAPER-BC's 30 year history. In addition to the library assistants, Katie Harris was hired as a part time librarian on a one year contract to backfill for Tara Robertson who was seconded to the open textbook accessibility project. In addition to the regular production work, Katie Harris upgraded the DAISY sound booths and updated the cataloging MARC templates to RDA. Patricia Cia, Director of CAPER-BC, provides administrative and strategic leadership.

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. 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.

# FINANCIAL REPORT

| REVENUE 2015-16 | BUDGET | ACTUALS | BALANCE |
|---|---|---|---|
| Grant | $ 516,000.00 | $ 516,000.00 | $        - |
| Grants Deferred * | $ 100,000.00 | $ 100,000.00 | $        - |
| Miscellaneous revenue | $ 10,000.00 | $ 8,235.00 | $ 1,765.00 |
| **Total Revenue** | **$ 626,000.00** | **$ 624,235.00** | **$ 1,765.00** |

| EXPENSES | BUDGET | ACTUALS | BALANCE |
|---|---|---|---|
| **SALARIES** | | | |
| Stipend-In | $ 994.80 | $ 995.54 | $ (0.74) |
| Librarians | $ 198,297.77 | $ 192,847.99 | $ 5,449.78 |
| Staff | $ 280,605.61 | $ 271,030.05 | $ 9,575.56 |
| Fringe benefits | $ 95,994.30 | $ 93,227.75 | $ 2,766.55 |
| **Subtotal Salaries** | **$ 575,892.48** | **$ 558,101.33** | **$ 17,791.15** |

| OTHER EXPENSES | BUDGET | ACTUALS | BALANCE |
|---|---|---|---|
| Supplies | $ 3,054.20 | $ 4,534.48 | $ (1,480.28) |
| Electronic subscriptions & references | $ 5,001.03 | $ 6,482.22 | $ (1,481.19) |
| Communications: Phones & equipment | $ 1,975.00 | $ 2,211.40 | $ (236.40) |
| Software + maintenance | $ 12,396.66 | $ 12,807.16 | $ (410.50) |
| Hosting | $ 3,000.00 | $ 2,658.33 | $ 341.67 |
| Travel & conference | $ 7,907.86 | $ 6,223.07 | $ 1,684.79 |
| Printing | $ 4,007.23 | $ 1,585.73 | $ 2,421.50 |
| Deliveries: Courier & shipping | $ 2,500.00 | $ 1,305.23 | $ 1,194.77 |
| Fees: Contract administration | $ 25,800.00 | $ 25,800.00 | $        - |
| Fees: Membership | $ 4,000.00 | $ 140.00 | $ 3,860.00 |
| Fees: Miscellaneous | $ 13,500.00 | $ 14,025.00 | $ (525.00) |
| Fees: Reader contracts | $ 18,177.37 | $ 15,343.04 | $ 2,834.33 |
| Computer equipment | $ 8,795.00 | $ 10,654.83 | $ (1,859.83) |
| Office furniture | $ 5,346.64 | $ 3,788.59 | $ 1,558.05 |
| Subtotal Other Expenses | $ 115,460.99 | $ 107,559.08 | $ 7,901.91 |
| **Total Expenses** | **$ 691,353.47** | **$ 665,660.41** | **$ 25,693.06** |
| **Surplus/(Deficit)** | **$ (65,353.47)** | **$ (41,425.41)** | **$(27,458.06)** |

**\* One time Ministry funding for 2015-16**

# APPENDIX 1: DATA

## FIGURE 1.1: REQUESTS FULFILLED, 2014-16

| INSTITUTION | REQUESTS | FULFILLED FROM COLLECTION | PERCENT FULFILLED FROM COLLECTION | REQUESTS | FULFILLED FROM COLLECTION | PERCENT FULFILLED FROM COLLECTION |
|---|---|---|---|---|---|---|
| | | | 2015-16 | | | 2014-15 |
| British Columbia Institute of Technology | 533 | 270 | 51% | 495 | 271 | 55% |
| Camosun College | 282 | 195 | 69% | 282 | 189 | 67% |
| Capilano University | 138 | 21 | 15% | 94 | 19 | 20% |
| College of New Caledonia | 45 | 29 | 64% | 83 | 27 | 33% |
| College of the Rockies | 81 | 29 | 36% | 54 | 29 | 56% |
| Douglas College | 307 | 115 | 37% | 235 | 81 | 35% |
| Emily Carr University of Art + Design | 5 | 2 | 40% | 28 | 12 | 43% |
| Justice Institute of British Columbia | 7 | 2 | 29% | 2 | 0 | 0% |
| Kwantlen Polytechnic University | 183 | 37 | 20% | 181 | 47 | 28% |
| Langara College | 63 | 15 | 24% | 143 | 44 | 31% |
| Nicola Valley Institute of Technology | 1 | 0 | 0% | 0 | 0 | 0% |
| North Island College | 194 | 158 | 81% | 423 | 326 | 77% |
| Northern Lights College | 117 | 63 | 54% | 259 | 63 | 25% |
| Northwest Community College | 59 | 57 | 97% | 78 | 15 | 19% |
| Okanagan College | 339 | 139 | 41% | 240 | 183 | 76% |
| Selkirk College | 150 | 123 | 82% | 334 | 171 | 51% |
| Thompson Rivers University | 192 | 91 | 47% | 290 | 133 | 46% |
| University of the Fraser Valley | 301 | 106 | 35% | 248 | 89 | 36% |
| Vancouver Community College | 67 | 43 | 64% | 56 | 9 | 16% |
| Vancouver Island University | 104 | 100 | 96% | 28 | 24 | 86% |
| **Total** | **3168** | **1595** | **50%** | **3553** | **1732** | **49%** |

## FIGURE 1.2: AVERAGE TIME IN DAYS TO FULFILL REQUESTS, 2012-16

| INSTITUTION | 2015-16 | 2014-15 | 2013-14 | 2012/13 |
|---|---|---|---|---|
| British Columbia Institute of Technology | 0.9 | 3.3 | 9.4 | 5.3 |
| Camosun College | 0.4 | 1.6 | 2.2 | 0.3 |
| Capilano University | 3.0 | 9.1 | 7.8 | 6.1 |
| College of New Caledonia | 0.5 | 3.2 | 5.5 | 1.1 |
| College of the Rockies | 6.2 | 3.2 | 5.2 | 2.7 |
| Douglas College | 1.3 | 2.1 | 0.2 | 1.0 |
| Emily Carr University of Art +  Design | 0.6 | 2.7 | 22.0 | 5.6 |
| Justice Institute of British Columbia | 5.6 | 17.5 | N/A | 24.9 |
| Kwantlen Polytechnic University | 3.6 | 4.1 | 5.2 | 1.8 |
| Langara College | 3.2 | 4.1 | 7.8 | 6.0 |
| Nicola Valley Institute of Technology | 0.0 | 0.0 | 24.0 | 2.8 |
| North Island College | 0.5 | 1.1 | 17.7 | 2.1 |
| Northern Lights College | 1.2 | 5.8 | 11.5 | 7.0 |
| Northwest Community College | 0.0 | 0.8 | 4.2 | 1.8 |
| Okanagan College | 1.0 | 10.3 | 5.4 | 0.9 |
| Selkirk College | 1.0 | 2.2 | 2.8 | 2.8 |
| Thompson Rivers University | 0.7 | 2.2 | 5.9 | 4.9 |
| University of the Fraser Valley | 3.3 | 7.5 | 11.4 | 10.6 |
| Vancouver Community College | 4.3 | 13.7 | 9.0 | 10.0 |
| Vancouver Island University | 0.6 | 0.6 | 0.0 | 0.1 |
| **Overall average number of days** | **1.9** | **4.7** | **8.3** | **4.9** |

## FIGURE 1.3: AVERAGE PRODUCTION TIME IN DAYS, 2012-16

| FORMAT | 2015-16 | 2014-15 | 2013-14 | 2012/13 |
|---|---|---|---|---|
| DAISY | 5.0 | n/a | n/a | 28.5 |
| E-text | 9.8 | 12.6 | 23.3 | 18.6 |
| Kurzweil | 2.0 | 6.5 | 3.0 | 19.2 |
| MP3 | 9.6 | 15.4 | 21.5 | 19.2 |
| PDF | 4.4 | 12.8 | 11.9 | 11.8 |
| Large Print | 18.1 | n/a | n/a | n/a |
| e-book | 6.5 | 18.0 | n/a | 19.5 |
| **Average** | **7.9** | **13.1** | **14.9** | **19.5** |

# APPENDIX 1: DATA

**FIGURE 1.4: ALTERNATE FORMATS PRODUCED, 2015-16**

Kurzweil, 28, 2.8%

DAISY, 1, 0.1%

e-book, 1, 0.1%

Large Print, 12, 1.2%

E-text, 291, 29.3%

PDF, 448, 45.2%

MP3 (digital audio), 211, 21.3%
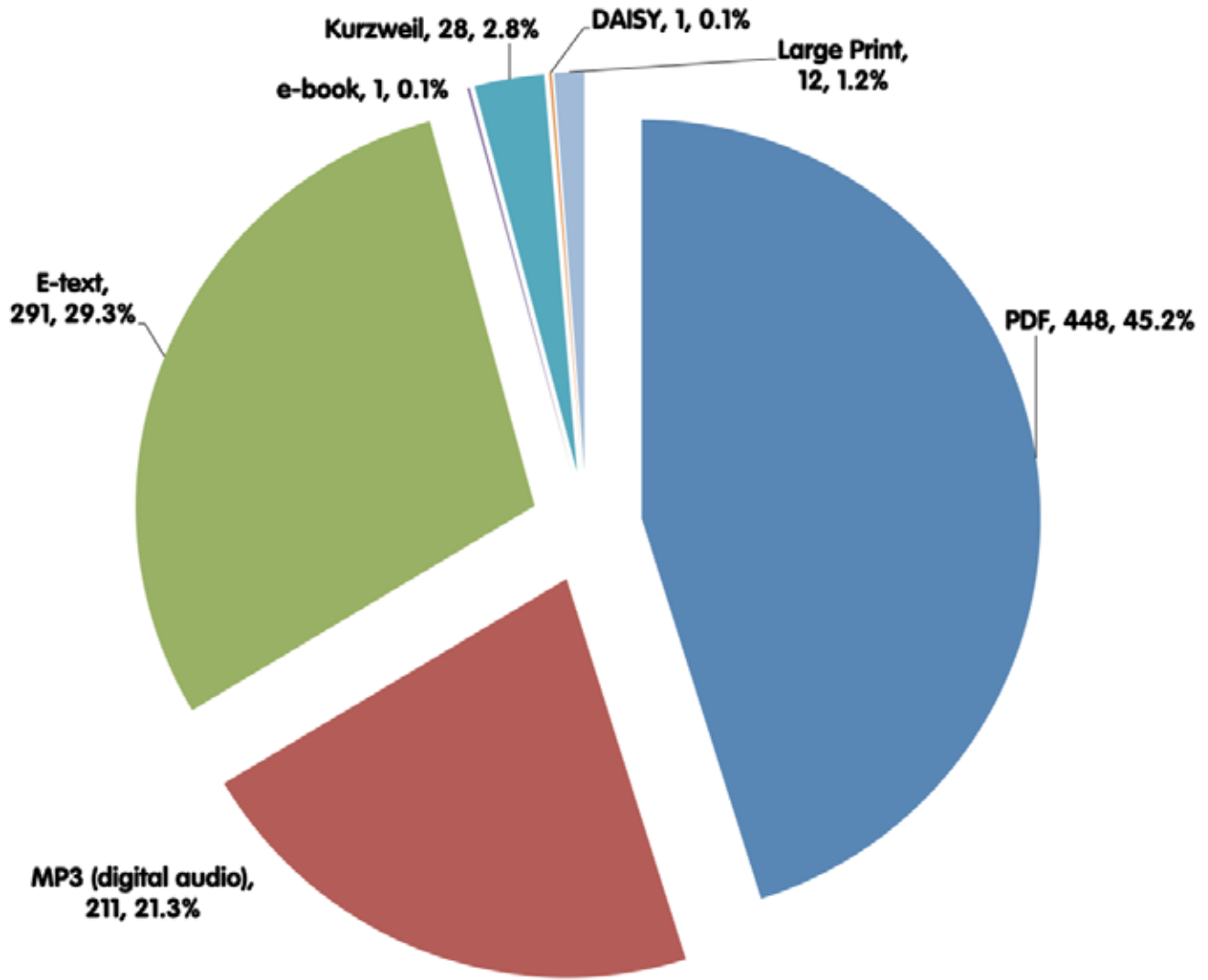
## FIGURE 1.5 SUBJECTS REQUESTED BY PERCENT, 2015-16



Visual and Performing Arts, 1%

Arts & Sciences, 36%

Trades, 41%

Business and Management, 7%

Education, 2%

Engineering and Applied Sciences, 2%

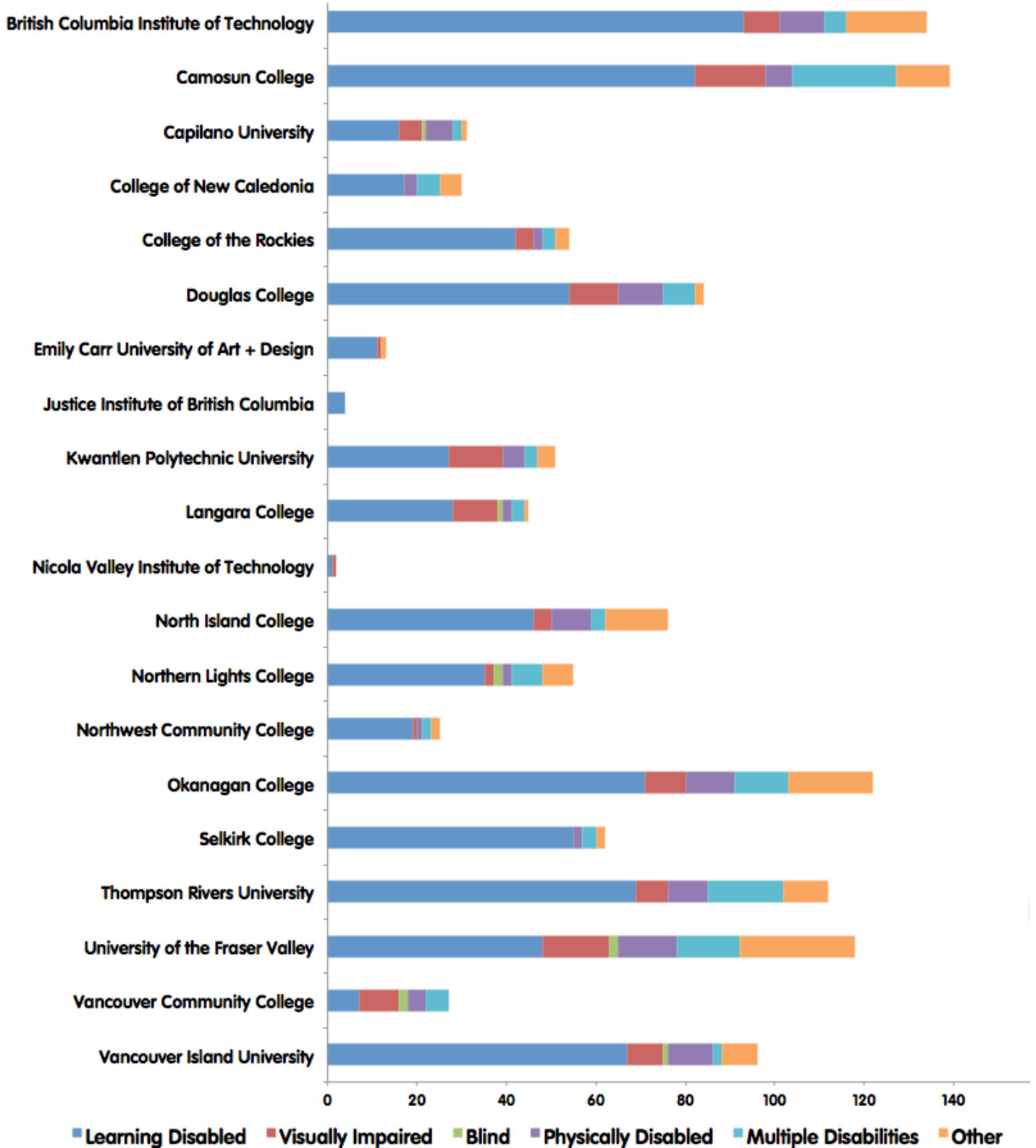Health, 4%

Human and Social Services, 7%
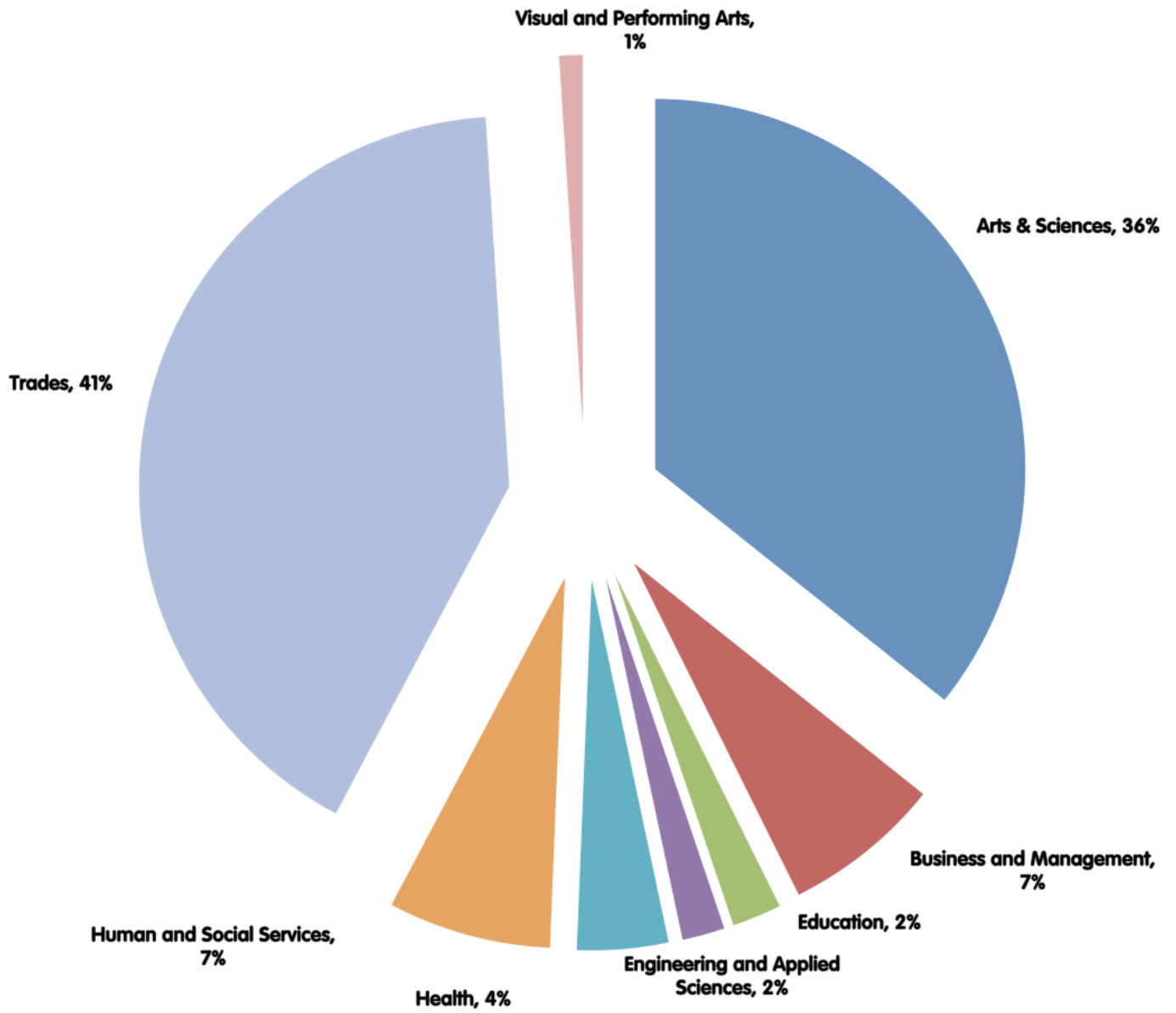
# APPENDIX 1: DATA

**FIGURE 1.6: DISABILITIES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2015-16**

| INSTITUTION | LEARNING DISABLED | VISUALLY IMPAIRED | BLIND | PHYSICALLY DISABLED | MULTIPLE DISABILITIES | OTHER | TOTAL |
|---|---|---|---|---|---|---|---|
| British Columbia Institute of Technology | 93 | 8 | | 10 | 5 | 18 | 134 |
| Camosun College | 82 | 16 | | 6 | 23 | 12 | 139 |
| Capilano University | 16 | 5 | 1 | 6 | 2 | 1 | 31 |
| College of New Caledonia | 17 | | | 3 | 5 | 5 | 30 |
| College of the Rockies | 42 | 4 | | 2 | 3 | 3 | 54 |
| Douglas College | 54 | 11 | | 10 | 7 | 2 | 84 |
| Emily Carr University of Art + Design | 11 | 1 | | | | 1 | 13 |
| Justice Institute of British Columbia | 4 | | | | | | 4 |
| Kwantlen Polytechnic University | 27 | 12 | | 5 | 3 | 4 | 51 |
| Langara College | 28 | 10 | 1 | 2 | 3 | 1 | 45 |
| Nicola Valley Institute of Technology | 1 | 1 | | | | | 2 |
| North Island College | 46 | 4 | | 9 | 3 | 14 | 76 |
| Northern Lights College | 35 | 2 | 2 | 2 | 7 | 7 | 55 |
| Northwest Community College | 19 | 1 | | 1 | 2 | 2 | 25 |
| Okanagan College | 71 | 9 | | 11 | 12 | 19 | 122 |
| Selkirk College | 55 | | | 2 | 3 | 2 | 62 |
| Thompson Rivers University | 69 | 7 | | 9 | 17 | 10 | 112 |
| University of the Fraser Valley | 48 | 15 | 2 | 13 | 14 | 26 | 118 |
| Vancouver Community College | 7 | 9 | 2 | 4 | 5 | | 27 |
| Vancouver Island University | 67 | 8 | 1 | 10 | 2 | 8 | 96 |
| **Total** | **792** | **123** | **9** | **105** | **116** | **135** | **1280** |
| **Percentage** | **62%** | **10%** | **1%** | **8%** | **9%** | **11%** | **100%** |

# FIGURE 1.7 DISABILITIES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2015-16



Learning Disabled | Visually Impaired | Blind | Physically Disabled | Multiple Disabilities | Other

# APPENDIX 1: DATA

## FIGURE 1.8 DISABILITIES OF REGISTERED STUDENTS, 2006-16

| YEAR | LEARNING DISABLED | VISUALLY IMPAIRED | BLIND | PHYSICALLY DISABLED | MULTIPLE DISABILITIES | OTHER | TOTAL |
|------|------|------|------|------|------|------|------|
| 2006-07 | 300 | 88 | 12 | 20 | 19 | 20 | **459** |
| 2007-08 | 310 | 88 | 11 | 31 | 5 | 21 | **466** |
| 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** |
| 2015-16 | 792 | 123 | 9 | 105 | 116 | 135 | **1280** |

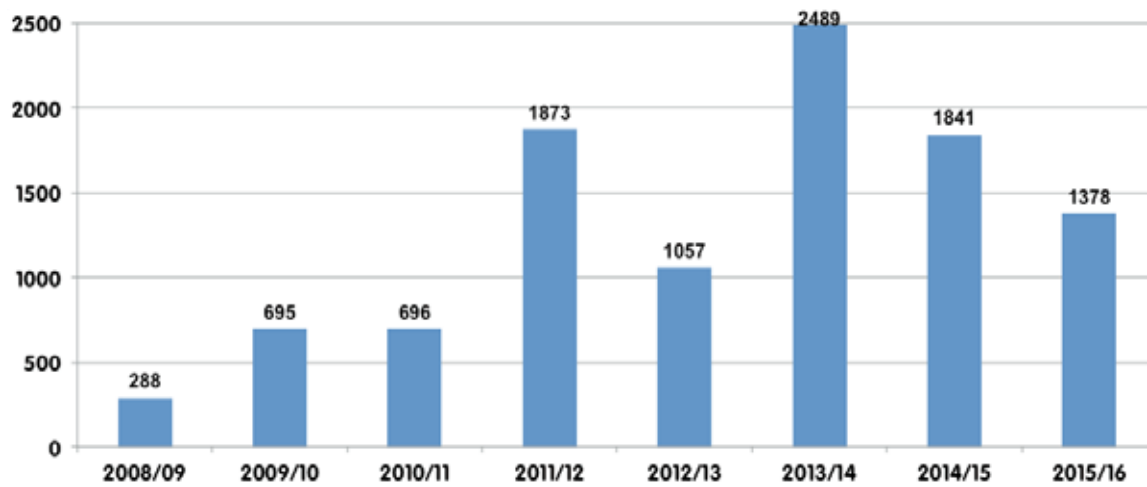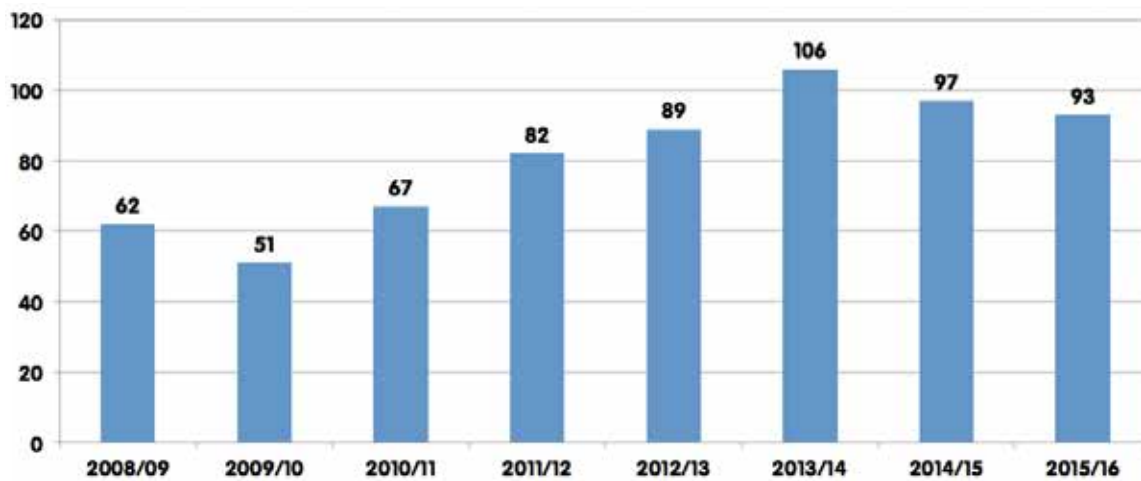## FIGURE 1.9 NUMBER OF TRADES REQUESTS, 2008-16



## FIGURE 1.10 NUMBER OF TRADES STUDENTS, 2008-16

# APPENDIX 1: DATA

## FIGURE 2 ESTIMATED ALTERNATE FORMAT VALUE BY INSTITUTION, 2015-16

| INSTITUTION | STUDENTS REGISTERED WITH CAPER-BC | CAPER-BC FUNDING FOR EACH COLLEGE | ESTIMATED ALTERNATE FORMAT VALUE |
|---|---|---|---|
| British Columbia Institute of Technology | 134 | $54,019 | $114,535 |
| Camosun College | 139 | $56,034 | $92,390 |
| Capilano University | 31 | $12,497 | $13,724 |
| College of New Caledonia | 30 | $12,094 | $5,895 |
| College of the Rockies | 54 | $21,769 | $27,548 |
| Douglas College | 84 | $33,863 | $35,741 |
| Emily Carr University of Art + Design | 13 | $5,241 | $1,800 |
| Justice Institute of BC | 4 | $1,613 | $2,910 |
| Kwantlen Polytechnic University | 51 | $20,559 | $28,416 |
| Langara College | 45 | $18,141 | $10,419 |
| Nicola Valley Institute of Technology | 2 | $806 | $479 |
| North Island College | 76 | $30,638 | $72,681 |
| Northern Lights College | 55 | $22,172 | $55,038 |
| Northwest Community College | 25 | $10,078 | $47,169 |
| Okanagan College | 122 | $49,181 | $60,060 |
| Selkirk College | 62 | $24,994 | $36,483 |
| Thompson Rivers University | 112 | $45,150 | $41,124 |
| University of the Fraser Valley | 118 | $47,569 | $103,449 |
| Vancouver Community College | 27 | $10,884 | $10,245 |
| Vancouver Island University | 96 | $38,700 | $33,739 |
| **Total** | **1,280** | **$516,002** | **$793,845** |

| | |
|---|---|
| **May 20-22** | British Columbia Library Association presented 3 sessions on open textbooks and accessibility, and file delivery software. |
| **May 25** | CACUSS co-presentation on alternate formats with Heidi Nygard from Crane. |
| **May 27** | Advisory Committee meeting. |
| **May 28-29** | Open Textbook Summit, presentation. |
| **June 1-2** | CAER meeting in Quebec City. |
| **June 24** | Site visit to College of the Rockies. |
| **June 25** | Site visit to Selkirk College. |
| **July 9-10** | MathML training workshop with Central Washington University. |
| **Aug 19** | Assistive technology cross training with Assistive Technology BC (AT-BC). |
| **September 9-11** | Access national technology conference, "Can I actually use it?" Testing open textbooks for accessibility. Presented while Kendra Levine played a soundtrack of open licensed music. |
| **October 2** | Open textbooks and etext books panel at Vancouver Community College. |
| **November 3** | The Partnership's Education Institution webinar. Small Changes, Big Impact: New and affordable solutions for document delivery. Co-presented with Alison Curtis and Hillary Webb. |
| **November 4** | CAPER-BC 30th anniversary open house. |
| **November 18-20** | Open Education international conference, participated in accessibility and inclusive design area and presented on a panel about web accessibility and universal design for learning in open education resources. |
| **November 21** | CAPER-BC annual planning meeting. |
| **November 25** | CAPER-BC team effectiveness workshop. |
| **November 30** | Douglas site visit. |
| **December 22** | Orientation phone call for new coordinator at Thompson Rivers University. |
| **January 14** | Orientation phone call for new staff at University of the Fraser Valley. |
| **February 4** | Site visit to Vancouver Public Library's Accessibility Services. |
| **February 24** | Orientation phone call for new staff at Douglas College. |
| **March 18** | Site visit to provide orientation for new staff at Emily Carr University. |
| **March 21** | BC Open Textbook Accessibility Toolkit wins Open Education Consortium's Creative Innovation award. |
| **March 22-25** | CSUN international disability and technology conference. |

# APPENDIX 3: 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

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

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

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

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.

## CAPER-BC

Centre for
Accessible
Post-secondary
Education
Resources

# Format Guide

## There are 3 main formats:

**PDF**

**eText**

**MP3**

average turn around time:

| 5 days | 12.5 days | 14 days |
|---|---|---|
| » looks like a scan of a page<br>» works with Kurzweil and text to speech software<br>» can be used as digital large print | » plain text document<br>» no images<br>» often preferred by screenreader users | » audio file with computerized voice |

**looking for something else?** We can produce other formats including: DAISY, large print, eBooks (epub3, mobi)

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