

CAPER-BC



Centre for
Accessible
Post-secondary
Education
Resources

ANNUAL REPORT

2016-2017

“CAPER-BC helped a lot with my studies, and I really appreciate that there is a service like this for people with learning disabilities.”

– Okanagan College student

“The speed with which the materials were provided, the detailed instruction as to how to access them and the ease of access was outstanding.”

– Selkirk College student

“I have received an incredible level of service from CAPER since 2011. I have no suggestions to provide in terms of the way the service is delivered from a student’s perspective and experience...I would just like to say, keep doing what you are doing, and continue to be forward-thinking in looking for continual refinements to an already excellent service.”

– Langara College student

“I am so grateful for this service. Instead of holding a heavy textbook, which would increase the chronic pain I already have in my arms and hands due to nerve damage, I am able to read and highlight passages on my lightweight mini tablet.”

– University of the Fraser Valley student

“I would just say, THANK YOU VERY MUCH for providing services to us, I don’t know what we would do without your support.”

– Kwantlen Polytechnic University student

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

Prepared April 2017 by
Tara Robertson & Stephen Blaeser
Accessibility Librarians, Langara College, 100 West 49th Avenue
Vancouver, B.C. V5Y 2Z6
Tel: (604) 323-5639 Fax: (604) 323-5544
Email: caperbc@langara.bc.ca Web: caperbc.ca

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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

During 2016-17, CAPER-BC served 1214 students with print disabilities who made 3878 requests for alternate formats for course materials. On average it took 4.2 days to send out files for a request and 8.8 days if production was required. The average turnaround is down from the previous year and can be attributed to a higher request volume and less one time grant funding.

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 16% 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.

In 2016-17 CAPER-BC received \$50,000 one-time funding. This grant was used to increase staffing levels over the busiest periods. Human resources over peak demand periods tend to be the main bottleneck for making accessible formats available in a timely manner.

CAPER-BC leverages an economy of scale to share resources amongst 20 British Columbia post-secondary institutions. 56% 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.

CAPER-BC went live with a new client management tracking system this year. This will save staff time, ensure that correspondence isn't lost, and allow Disability Service Office (DSO) staff to view up to date information about the status of a request. With the current levels of funding CAPER-BC has achieved peak technology efficiency. With additional funding it would be possible to implement a repository solution which would allow DSO staff to download alternate format files from CAPER-BC's collection lessening wait times for students.

SERVICE GOALS

This report presents outcomes relating to priorities stated in the B.C. Ministry of Advanced Education funding letter dated October 7, 2016.

CAPER-BC PRIORITIES

CAPER-BC priorities for 2016-17 services are outlined in the AVED funding letter, as follows:

- continuing to improve responsiveness to, and communication with, students, disability coordinators, librarians and other stakeholders regarding requests for accessible resource material;
- 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;
- maintaining, developing and strengthening partnerships with other agencies, services and consortia through the creation and sharing of resource materials;
- 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;
- developing and delivering training tools and workshops to inform disability coordinators, librarians and related personnel and students about alternate formats, CAPER services and accessible on-line learning; and
- 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 increased to 4.2 days. In 2015-16 the average turnaround time was 1.9 days. 2015-16 was the fastest turnaround time ever and correlates with the largest one-time additional funding ever received (\$100,000). Nevertheless, this year's turnaround time is slightly faster than in 2014-15 when it was 4.7 days.

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 shows 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 April 2016 CAPER-BC launched a new tracking system which allows coordinators to login and see what requests are open, waiting for a response, or resolved. Coordinators can also see all the details about their specific request.

In addition to supporting students across the province through regular contact via telephone and e-mail, CAPER-BC surveys students at the end of each semester to solicit direct feedback. In the fall survey 86% of students who responded said they were very happy or happy with our service. In the spring survey 88% of students who responded said they were very happy or happy with the service, as compared to 96% in the previous year, and 74% in 2014-15. This sampling of student quotes address high quality service and how important a quick turnaround time is for students. Although CAPER-BC has maintained previous average fulfillment times, from the student perspective wait times should be shortened even more.

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 provided by CAPER-BC, and to share information about needs, trends, opportunities, and technology.

The 2016, the 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.

"Your service is great. Very helpful and accommodating. Fast service. It has helped to make me successful in my courses."

– Northern Lights College student

"Have books prepared in a more timely manner because I like to pre-read and prepare."

– Vancouver Community College student

"Having more staff available a few weeks before the start of terms so requests can be processed quicker."

– BCIT student

"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 than 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!!"

– Douglas College student

2. CONTINUE TO IMPROVE PRODUCTION EFFICIENCIES

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. The transition to the new tracking system went very smoothly. It saves staff time, ensures that correspondence about a request isn't lost, and allows DSO staff to see up to date information about any of their requests. This is a solution that is hosted on Canadian servers, in compliance with BC privacy legislation.

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.

3. INCREASE LEARNER ACCESS TO ALTERNATE FORMATS

Loaning Alternate Formats

2186 requests (56%) of the 3878 format requests made between April 2016 and March 2017, were fulfilled 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 165 alternate formats of the 3878 requests processed this fiscal year, saving time and money. During this same time period, CAPER-BC lent 31 productions to other partner institutions, both inside and outside of British Columbia.

Production of Alternate Formats

CAPER-BC produced 1044 alternate formats between April 2016 and March 2017 (30% of the 3878 format requests processed). These productions included PDFs, e-texts, MP3s, and Kurzweil files, and large print.

MathML production

As a part of the 2015-16 grant CAPER-BC staff were trained in producing MathML, a way to format equations so that a screenreader can properly read them. Currently this type of production is only carried out for blind or visually impaired students who use a screenreader. The steps required to produce an accessible math textbook (or statistics, chemistry, physics or other textbook with many formulas) is extremely expensive. As each piece of math content needs to be coded correctly it takes about 10-15 times longer than a regular etext production. CAPER-BC needs the course outline and three months lead time to guarantee that a math textbook can be produced in time. Although extremely time consuming and expensive a MathML production is still more economical (for CAPER-BC) and more accessible (for a student) than a human read math textbook. As CAPER-BC's expertise grows in MathML production it is anticipated that this type of production will consume more resources going forward.

During 2016-17 CAPER-BC carried out 3 math productions which included one open textbook.

4. DEVELOP AND DELIVER TRAINING TOOLS

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 Justice Institute of BC, Douglas College, and Northern Lights College. Tara also travelled to Kwantlen Polytechnic University, Vancouver Community College, Vancouver Island University, Camosun College, Capilano University and Thompson Rivers University. 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.

“Being new to receiving this service, I’m impressed with the service available & the speed with which I did receive my accessible format. I’m also very impressed with the Accessible Services person at my school. I would not have known about CAPER or other organizations providing assisted services without her knowledge, understanding & practical help.”

– Emily Carr University of Art + Design student

Transition from high school

This year PRCVI invited CAPER-BC to present to K-12 Teachers of the Visually Impaired (TVIs) in Surrey on accessible math. This was the first time we presented to TVIs and it highlighted that we need to work more closely with PRCVI to better support students who are graduating from high school and entering post-secondary. In K-12 there is full print Braille support for students who are blind or visually impaired. CAPER-BC is not funded to produce Braille, so for most students in post-secondary institutions in BC they need to use etext and a screenreader, like JAWS, or a refreshable Braille display.

In addition to differences in available alternate formats, there are also different expectations of students with disabilities. Students in post-secondary are expected to be self-advocates whereas in high school there is more external support and parents play a larger role. We hope to continue to work with PRCVI to help ensure smoother transition for students who are blind and visually impaired, facilitating student access and student success.

“Coming from the K-12 system, the CAPER system is much easier and supportive. I think at our early interaction, we do not see any need for improvement.”

– North Island College student

Math and Statistics Articulation

Tara Robertson attended the provincial Math and Statistics articulation meeting to initiate a conversation about math accessibility and to demonstrate the MathML process and materials that CAPER-BC produced. This was the first time CAPER-BC has done outreach to math and stats faculty. The goal was to raise awareness about disability accommodations for students in their classes, especially around the textbooks and other learning materials.

Accessibility Toolkit Workshop

Sue Doner, Instructional Designer, and Jen LeVecque, Disability Resource Centre developed a workshop for Camosun College faculty to develop a sense of empathy for students with a variety of disabilities, as well as explain the difference between disability accommodation and universal design for learning. Sue Doner, Amanda Coolidge, BCcampus, and Tara Robertson incorporated this workshop as an appendix to the award winning BC Open Textbook Accessibility Toolkit (<http://opentextbc.ca/accessibilitytoolkit>). This workshop was delivered at the Disability Resource Network, Simon Fraser University’s conference on Universal Design for Learning, The Festival of Learning and at Langara College. Sue, Amanda and Tara also gave a webinar for The Montana Accessibility Interest Group on the Accessibility Toolkit in general.

5. ENCOURAGE PROVINCIAL COLLABORATION

CAPER-BC collaborates with post-secondary institutions and disability service organizations across British Columbia and is an active member of a national alternate format resource sharing organization.

Post-secondary Institutions

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 Tara Robertson visited Kwantlen Polytechnic University, Vancouver Community College, Vancouver Island University, Camosun College, Capilano University, and Thompson Rivers University.

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.

Tara Robertson attended advisory committee meetings for PRCVI and the Provincial Communication Access Service (PCAS), which is hosted at BCIT.

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 2016-17, CAPER-BC borrowed a total of 165 titles from partners, and loaned out 31 titles to partners. This represents a considerable savings as each title borrowed reduces the need for that title's costly production.

PROJECTS AND PROGRESS

This past year CAPER-BC focused on its core mandate, to deliver accessible formats in a timely way. CAPER-BC received a one-time funding grant of \$50,000, using the additional funds to increase staffing levels over the peak demand periods. Human resources over busy periods tend to be the main bottleneck for making accessible formats available in a timely manner. With this in mind, CAPER-BC expanded the number of hours offered to two on-call library assistants. With these additional on-call hours CAPER-BC was able to ensure that productions and requests were carried out in a timely manner during essential peak demand periods.

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 hasn't 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: 16% of trades' students make 50% requests for alternate format documents. 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.

The current Ministry of Advanced Education Service Plan's first goal 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.

Objective 1.1: Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce.¹

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

¹ British Columbia Ministry of Advanced Education. 2016/17-2018/19 Service Plan. February 2016. <http://www.bcbudget.gov.bc.ca/2016/sp/pdf/ministry/aved.pdf>

CONTRACT WORK

The BC Library Cooperative's National Network for Equitable Library Service (NNELS) project continued to contract human voice DAISY production work to CAPER-BC, bringing in almost \$15,000 in revenue during 2016-17.

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.

STAFFING

CAPER-BC has six full time employees: two librarians (Stephen Blaeser and Tara Robertson), two library technicians (Vanessa Brown and Shuyan Dai), and two library assistants (Dan Carkner and Laura Taylor). This year, assisted by the 2016-17 funding grant, CAPER-BC added on-call library assistants: Helen Tsoi and Beau Cooper. 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 with this money.

FINANCIAL REPORT

REVENUE 2016-17	BUDGET	ACTUALS	BALANCE
Grant	\$ 516,000.00	\$ 516,000.00	\$ -
Grants Deferred *	\$ 50,000.00	\$ 50,000.00	\$ -
Miscellaneous revenue	\$ 15,000.00	\$ 14,257.50	\$ 742.50
Total Revenue	\$ 581,000.00	\$ 580,257.50	\$ 742.50

EXPENSES	BUDGET	ACTUALS	BALANCE
SALARIES			
Stipend-In	\$ 1,005.94	\$ 1,006.54	\$ (0.60)
Librarians	\$ 174,748.64	\$ 172,923.46	\$ 1,825.18
Staff	\$ 267,453.24	\$ 260,359.18	\$ 7,094.06
Fringe benefits	\$ 87,705.93	\$ 86,273.03	\$ 1,432.90
Subtotal Salaries	\$ 530,913.75	\$ 520,562.21	\$ 10,351.54

OTHER EXPENSES			
Supplies	\$ 3,000.00	\$ 2,542.20	\$ 457.80
Electronic subscriptions & references	\$ 2,500.00	\$ 970.49	\$ 1,529.51
Communications: Phones & equipment	\$ 2,300.00	\$ 3,341.38	\$ (1,041.38)
Software + maintenance	\$ 7,000.00	\$ 5,324.16	\$ 1,675.84
Hosting	\$ 3,483.43	\$ 1,881.62	\$ 1,601.81
Travel & conference	\$ 10,229.76	\$ 6,103.54	\$ 4,126.22
Printing	\$ 2,500.00	\$ 1,444.82	\$ 1,055.18
Deliveries: Courier & shipping	\$ 3,500.00	\$ 718.26	\$ 2,781.74
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	\$ 14,500.00	\$ 10,532.50	\$ 3,967.50
Computer equipment	\$ 3,000.00	\$ -	\$ 3,000.00
Office furniture	\$ -	\$ -	\$ -
Subtotal Other Expenses	\$ 95,313.19	\$ 72,158.97	\$ 23,154.22
Total Expenses	\$ 626,226.94	\$ 592,721.18	\$ 33,505.76
Surplus/(Deficit)	\$ (45,226.94)	\$ (12,463.68)	\$(34,248.26)

* One time Ministry funding for 2016-17

APPENDIX 1: DATA

FIGURE 1.1: REQUESTS FULFILLED, 2015-16 – 2016-17

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION	2015-15		
				REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION
	2016-17			2015-15		
British Columbia Institute of Technology	698	575	82%	533	270	51%
Camosun College	771	432	56%	282	195	69%
Capilano University	115	27	23%	138	21	15%
College of New Caledonia	76	20	26%	45	29	64%
College of the Rockies	66	41	62%	81	29	36%
Douglas College	345	142	41%	307	115	37%
Emily Carr University of Art + Design	3	0	0%	5	2	40%
Justice Institute of British Columbia	16	13	81%	7	2	29%
Kwantlen Polytechnic University	129	2	2%	183	37	20%
Langara College	91	31	34%	63	15	24%
Nicola Valley Institute of Technology	18	6	0%	1	0	0%
North Island College	169	108	64%	194	158	81%
Northern Lights College	199	65	33%	117	63	54%
Northwest Community College	43	33	77%	59	57	97%
Okanagan College	290	181	62%	339	139	41%
Selkirk College	263	150	57%	150	123	82%
Thompson Rivers University	101	35	35%	192	91	47%
University of the Fraser Valley	273	151	55%	301	106	35%
Vancouver Community College	62	53	85%	67	43	64%
Vancouver Island University	150	121	81%	104	100	96%
Total	3878	2186	56%	3168	1595	50%

FIGURE 1.2: AVERAGE WAIT TIME IN DAYS TO FULFILL REQUESTS, 2014-17

INSTITUTION	2016-17	2014-16	2014-15
British Columbia Institute of Technology	5.4	0.9	3.3
Camosun College	3.0	0.4	1.6
Capilano University	8.7	3.0	9.1
College of New Caledonia	1.2	0.5	3.2
College of the Rockies	6.3	6.2	3.2
Douglas College	3.5	1.3	2.1
Emily Carr University of Art + Design	1.0	0.6	2.7
Justice Institute of British Columbia	0.7	5.6	17.5
Kwantlen Polytechnic University	7.4	3.6	4.1
Langara College	5.6	3.2	4.1
Nicola Valley Institute of Technology	9.9	0.0	0.0
North Island College	4.8	0.5	1.1
Northern Lights College	2.7	1.2	5.8
Northwest Community College	2.0	0.0	0.8
Okanagan College	2.5	1.0	10.3
Selkirk College	4.5	1.0	2.2
Thompson Rivers University	3.2	0.7	2.2
University of the Fraser Valley	3.9	3.3	7.5
Vancouver Community College	6.7	4.3	13.7
Vancouver Island University	1.0	0.6	0.6
Overall average number of days	4.2	1.9	4.7

FIGURE 1.3: AVERAGE PRODUCTION TIME IN DAYS, 2014-17

FORMAT	2016-17	2015-16	2014-15
DAISY	n/a	5.0	n/a
E-text	14.8	9.8	12.6
Kurzweil	2.0	2.0	6.5
MP3	12.6	9.6	15.4
PDF	4.8	4.4	12.8
Large Print	10.0	18.1	n/a
e-book	n/a	6.5	18.0
Average	8.8	7.9	13.1

APPENDIX 1: DATA

FIGURE 1.4: ALTERNATE FORMATS PRODUCED, 2016-17

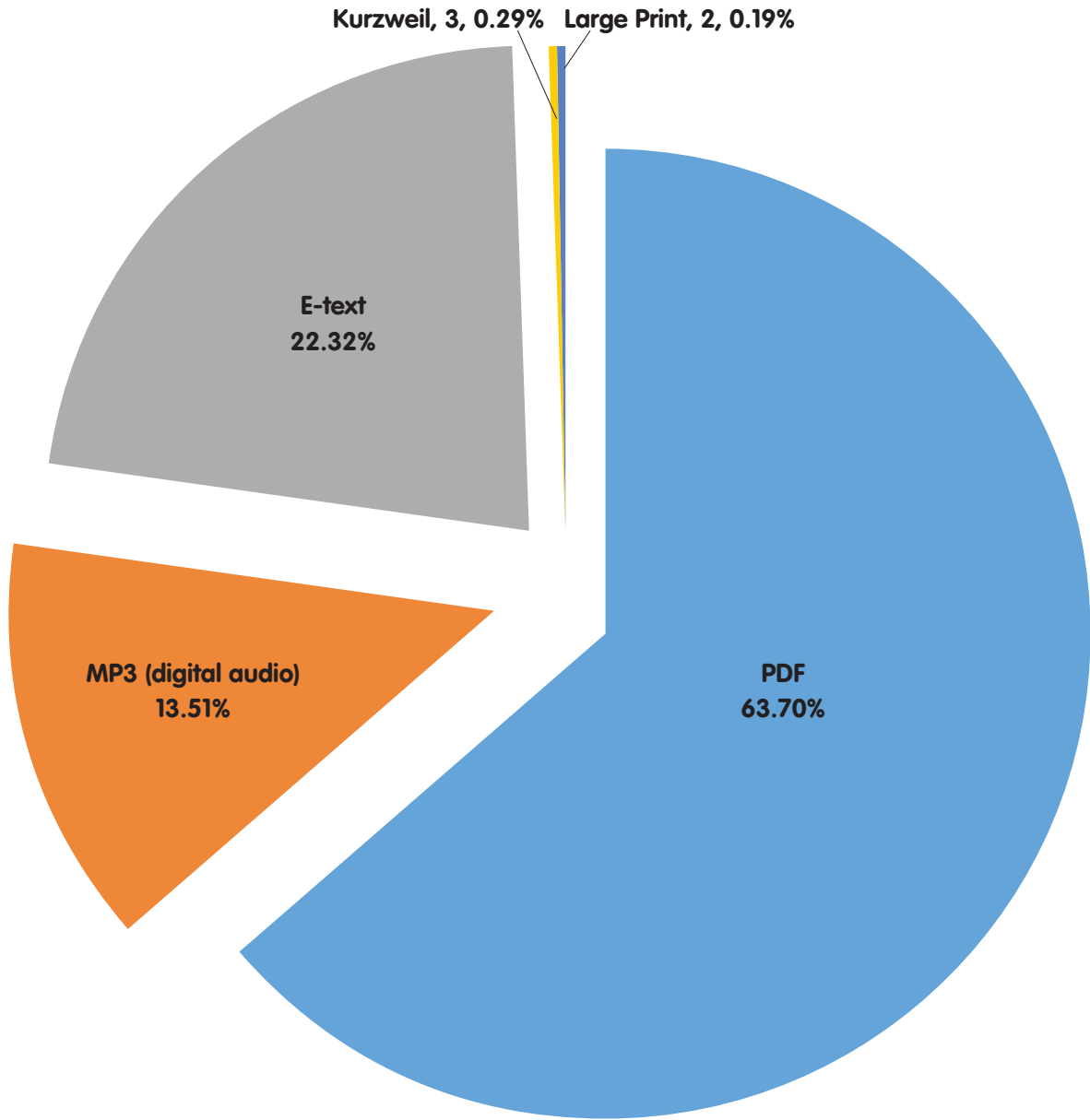
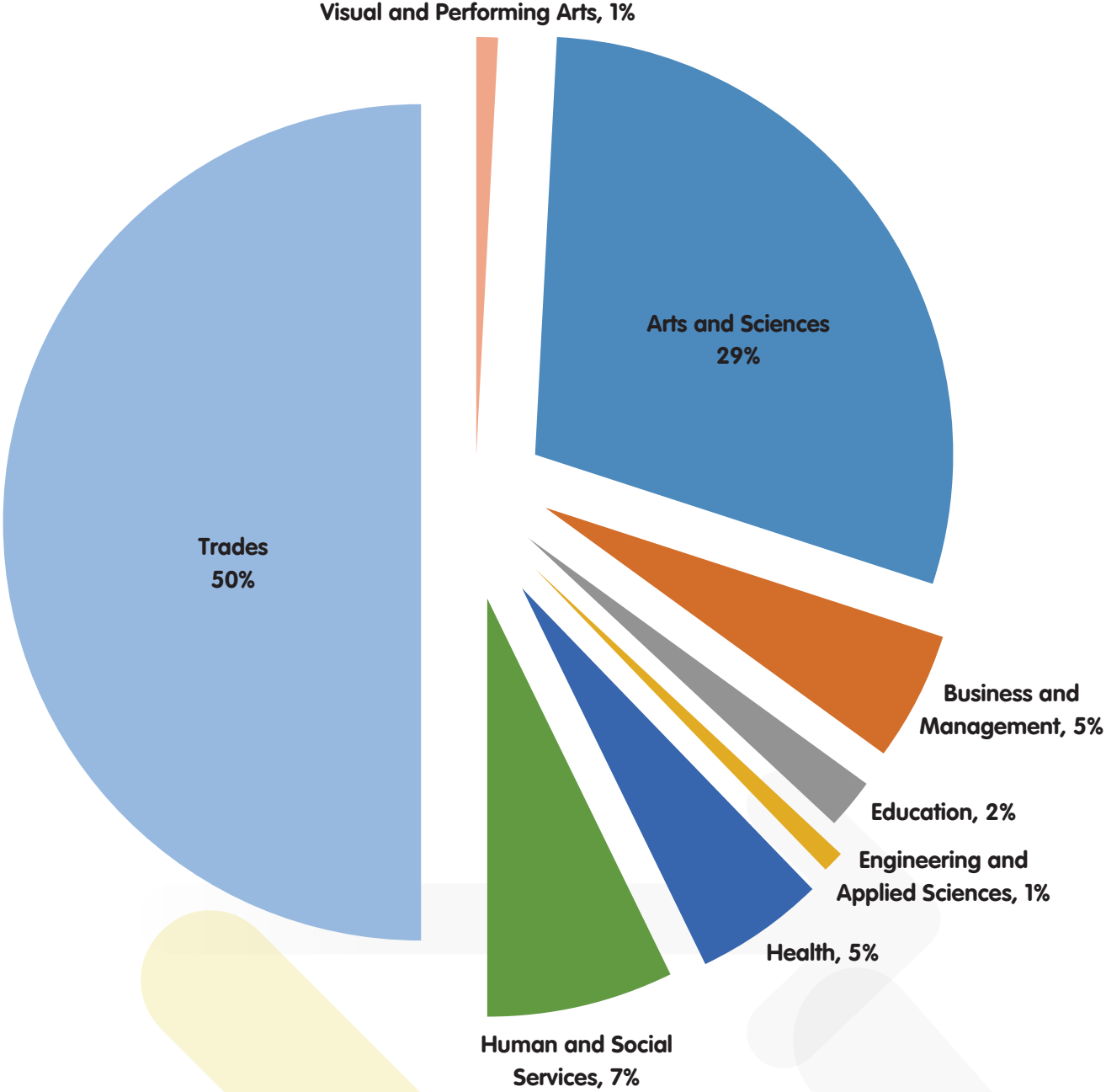


FIGURE 1.5: SUBJECTS REQUESTED BY PERCENT, 2016-17

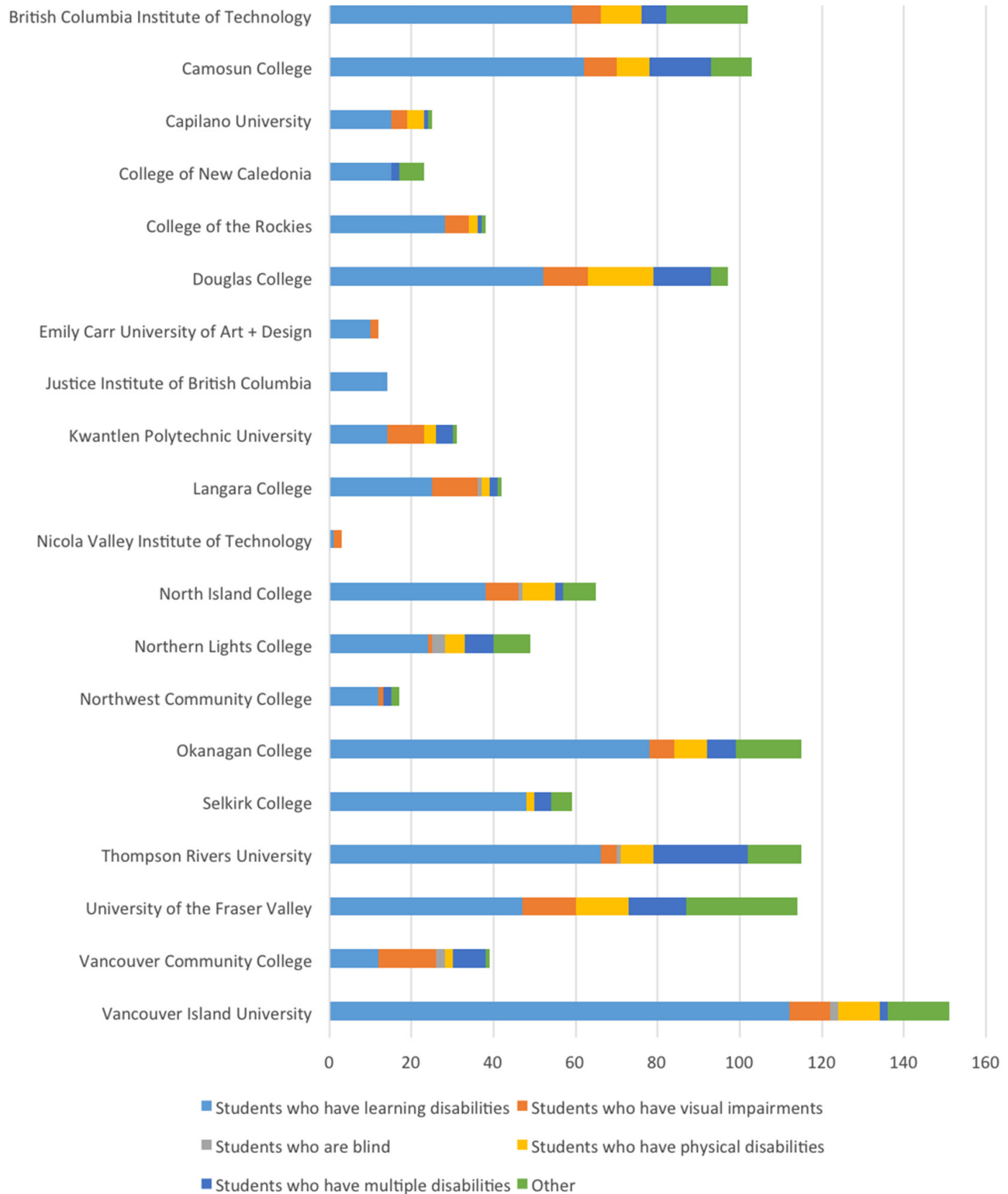


APPENDIX 1: DATA

FIGURE 1.6: DISABILITIES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2016-17

INSTITUTION	STUDENTS WHO HAVE LEARNING DISABILITIES	STUDENTS WHO HAVE VISUAL IMPAIRMENTS	STUDENTS WHO ARE BLIND	STUDENTS WHO HAVE PHYSICAL DISABILITIES	STUDENTS WHO HAVE MULTIPLE DISABILITIES	OTHER	TOTAL
British Columbia Institute of Technology	59	7		10	6	20	102
Camosun College	62	8		8	15	10	103
Capilano University	15	4		4	1	1	25
College of New Caledonia	15				2	6	23
College of the Rockies	28	6		2	1	1	38
Douglas College	52	11		16	14	4	97
Emily Carr University of Art + Design	10	2					12
Justice Institute of British Columbia	14						14
Kwantlen Polytechnic University	14	9		3	4	1	31
Langara College	25	11	1	2	2	1	42
Nicola Valley Institute of Technology	1	2					3
North Island College	38	8	1	8	2	8	65
Northern Lights College	24	1	3	5	7	9	49
Northwest Community College	12	1			2	2	17
Okanagan College	78	6		8	7	16	115
Selkirk College	48			2	4	5	59
Thompson Rivers University	66	4	1	8	23	13	115
University of the Fraser Valley	47	13		13	14	27	114
Vancouver Community College	12	14	2	2	8	1	39
Vancouver Island University	112	10	2	10	2	15	151
Total	732	117	10	101	114	140	1214
Percentage	60%	10%	1%	8%	9%	12%	100%

FIGURE 1.7: DISABILITIES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2016-17



APPENDIX 1: DATA

FIGURE 1.8: DISABILITIES OF REGISTERED STUDENTS, 2006-17

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
2016/17	732	117	10	101	114	140	1214

FIGURE 1.9: NUMBER OF REQUESTS/PRODUCTIONS, 2008-17

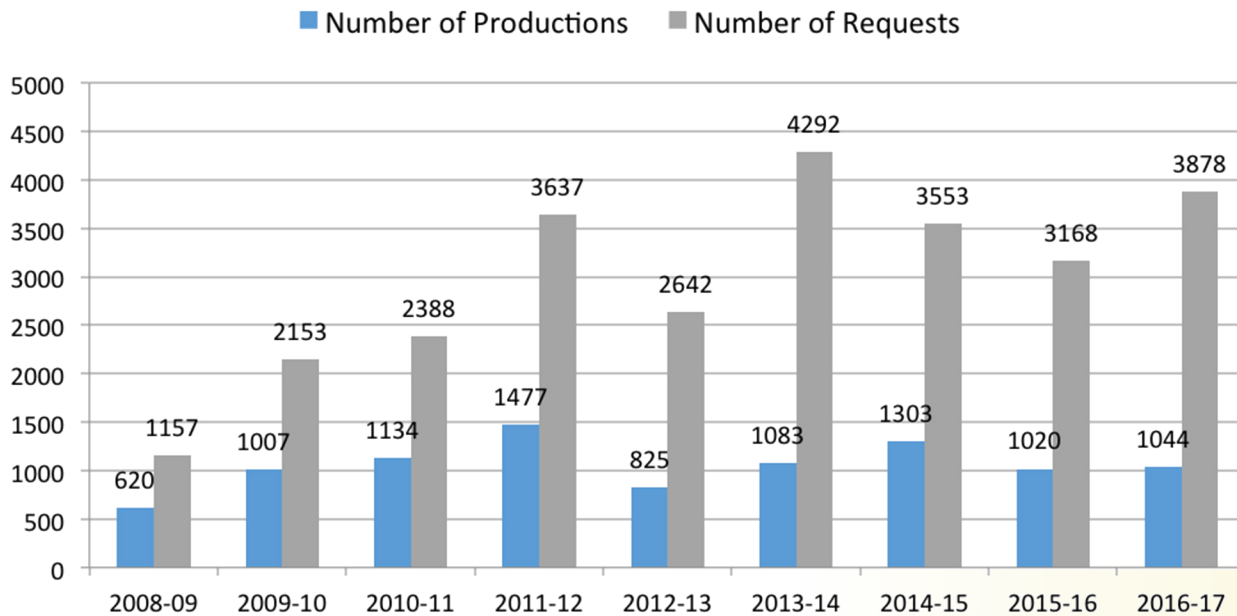


FIGURE 1.10: NUMBER OF TRADES REQUESTS, 2008-17

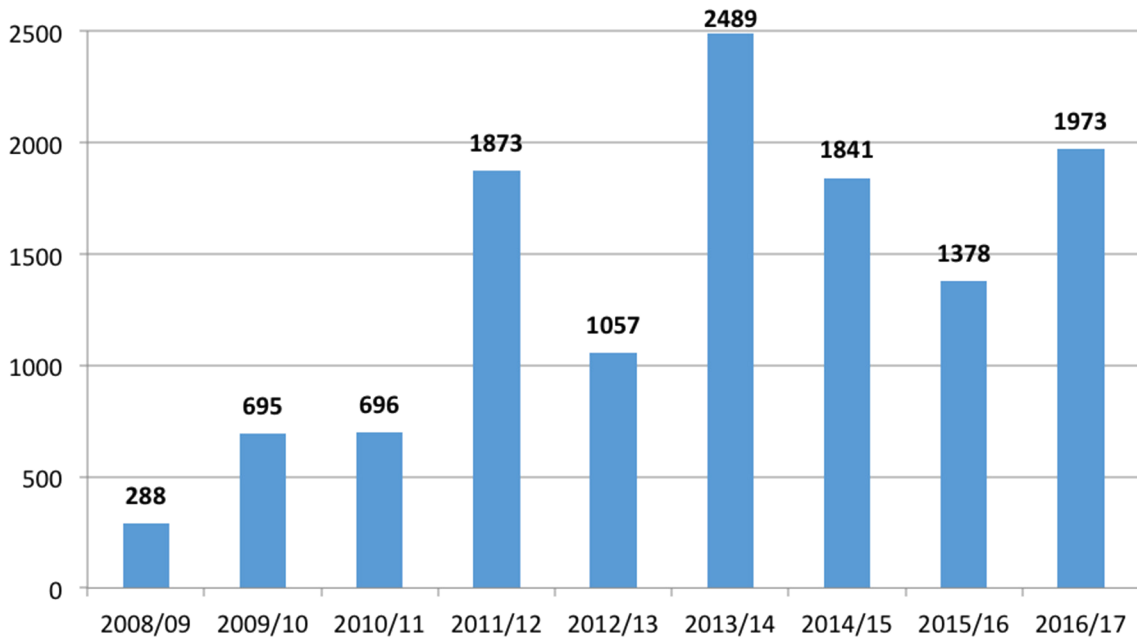
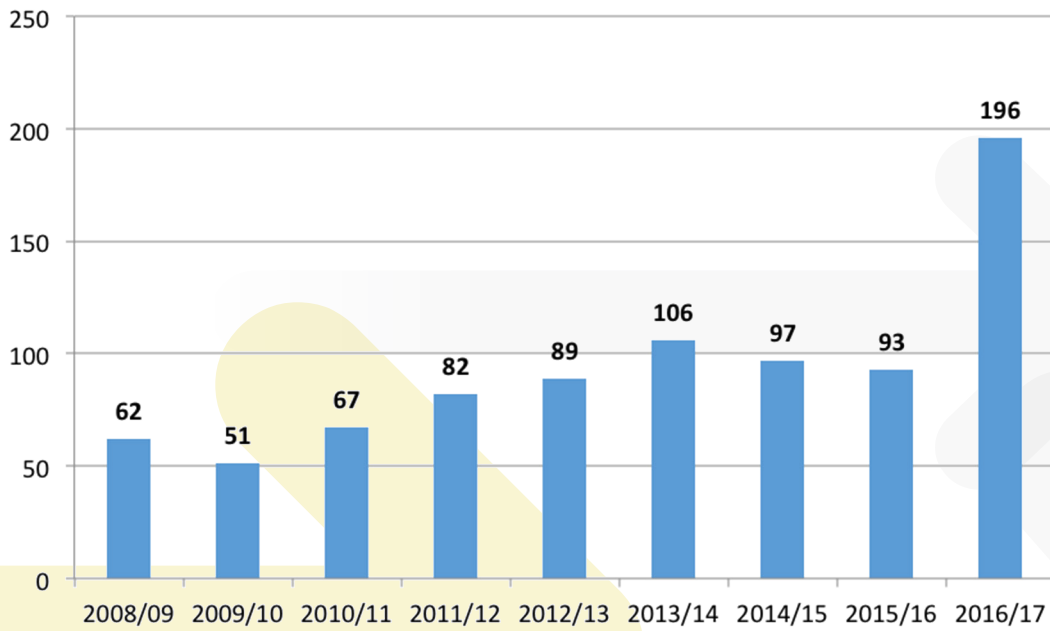


FIGURE 1.11: NUMBER OF TRADES STUDENTS, 2008-17



APPENDIX 2: ALTERNATE FORMATS AND 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:

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):

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

April 1	Justice Institute of British Columbia visit to CAPER-BC.	November 25	Site visit to Thompson Rivers University.
April 7	Kurzweil demo for ITA.	Nov 29-30	Langara College Disability Services Office hiring committee for a faculty advisory.
April 28	Site visit to Kwantlen Polytechnic University.	December 1-2	code4libBC unconference.
May 2-3	CAER meeting.	December 2	Webinar for Montana Accessibility Interest Group with Amanda Coolidge and Sue Doner.
May 10	Provincial Digital Library meeting in Richmond.	December 6	Webinar on Accessibility and Open Textbooks.
May 11-13	BC Library Association conference.	January 5	Meeting with Post-Secondary Communication Access Services (PCAS) staff.
May 17	Disability Resource Network conference. Presented on UDL with Amanda Coolidge, Sue Doner and Jen Levesque.	Feb 22-23	Part of facilitation team for BCcampus hosted Liberating Structures workshop.
May 18	Math and Stats Articulation meeting.	Feb 28-Mar 3	Stephen Blaeser attended CSUN, disability and technology conference.
May 19	SFU Universal Design for Learning (UDL) workshop with Amanda Coolidge and Sue Doner.	March 2	Site visit to Vancouver Community College.
June 2	CAPER-BC Advisory Committee meeting.	March 6-9	Tara Robertson attended code4lib in Los Angeles.
June 8	Festival of Learning, Universal Design for Learning workshop.	March 17	Meeting with new Kwantlen Polytechnic University director.
June 15	Site visit to Vancouver Island University.	March 29	Demonstration of DAISY production software for Farrah Little, National Network for Equitable Library Service (NNELS).
June 29	Cross training workshop with AT-BC.		
August 30	Designing for success workshop at Langara College with Jessica Kalra.		
September 26	Provincial Resource Centre for the Visually Impaired (PRCVI)'s Teachers of students with visual impairments workshop in Surrey.		
October 6	Douglas College staff visit.		
October 11	Orientation call with Northern Lights College.		
October 20	PRCVI's Advisory Committee meeting.		
November 3	Site visit to Capilano University.		
November 7	Post-Secondary Communication Access Services (PCAS) Advisory Committee.		
November 9	Camosun College site visit.		
November 24	Yearly team planning meeting.		

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