

**CAPER-BC**



Centre for  
Accessible  
Post-secondary  
Education  
Resources

# ANNUAL REPORT

**2017-2018**

***“You guys are amazing – you made my first year in university much more enjoyable. Thank you.”***

**– British Columbia Institute of Technology student**

***“I love this service, it has given me the opportunity to become an A student because I can easily access, adjust and manipulate the materials to meet my differences.”***

**– Camosun College student**

***“In all honesty, I can’t think of a way to improve. My emails are responded to right away, my textbooks get to me in a timely manner and everyone I’ve spoken with at the company is very helpful and friendly. Just keep it up! I’m so appreciative of the work CAPER-BC does; they’ve made my education possible. I owe you guys! :)”***

**– University of the Fraser Valley student**

***“I was really pleased with how stress-free the process was after my application was submitted. My case manager kept me updated throughout the entire process and checked in with me once I had received the materials.”***

**– Selkirk College student**

***“This is [an] invaluable service that aids me in my studies. I have cognitive issues and having this service has made the process of going back to school stress free.”***

**– Douglas College student**

Service provided by Langara College  
Funded by the B.C. Ministry of Advanced Education, Skills and Training

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# TABLE OF CONTENTS

Annual report, April 2017 – March 2018

About CAPER-BC .....	4
Year at a Glance .....	4
Executive Summary.....	5
Service Goals .....	6
CAPER-BC Priorities .....	6
Key Operational Areas .....	6
1. Continue to improve responsiveness and communication .....	6
2. Continue to improve production efficiencies.....	8
3. Increase learner access to alternate formats.....	9
4. Develop and deliver training tools .....	10
5. Encourage provincial collaboration.....	11
Projects and progress .....	12
Funding advocacy .....	12
Contract Work .....	13
Staffing.....	13
Future Planning .....	13
Table 1: Financial report.....	14
Appendix 1: Additional Data .....	15
Table 2: Requests fulfilled by mandated institution, 2016/17 & 2017/18.....	15
Table 3: Average wait time in days to fulfill requests, 2015-2018.....	16
Table 4: Average production time by format in days, 2015-2018 .....	16
Table 5: Disability disclosures of registered students by mandated institution, 2017/18 .....	17
Figure 1.1: Disability disclosures of registered students by mandated institution, 2017/18.....	18
Table 6: Disability disclosures of registered students, 2008-2018 .....	19
Figure 1.2: Disability disclosures of registered students, 2008-2018.....	19
Figure 1.3: Subjects requested by percent, 2017/18 .....	20
Figure 1.4: Number of trades students, 2008-2018.....	21
Figure 1.5: Number of trades requests, 2008-2018.....	21
Appendix 2: Alternate formats and costs .....	22
Appendix 3: Events and activities, 2017/18.....	23

# ABOUT CAPER-BC

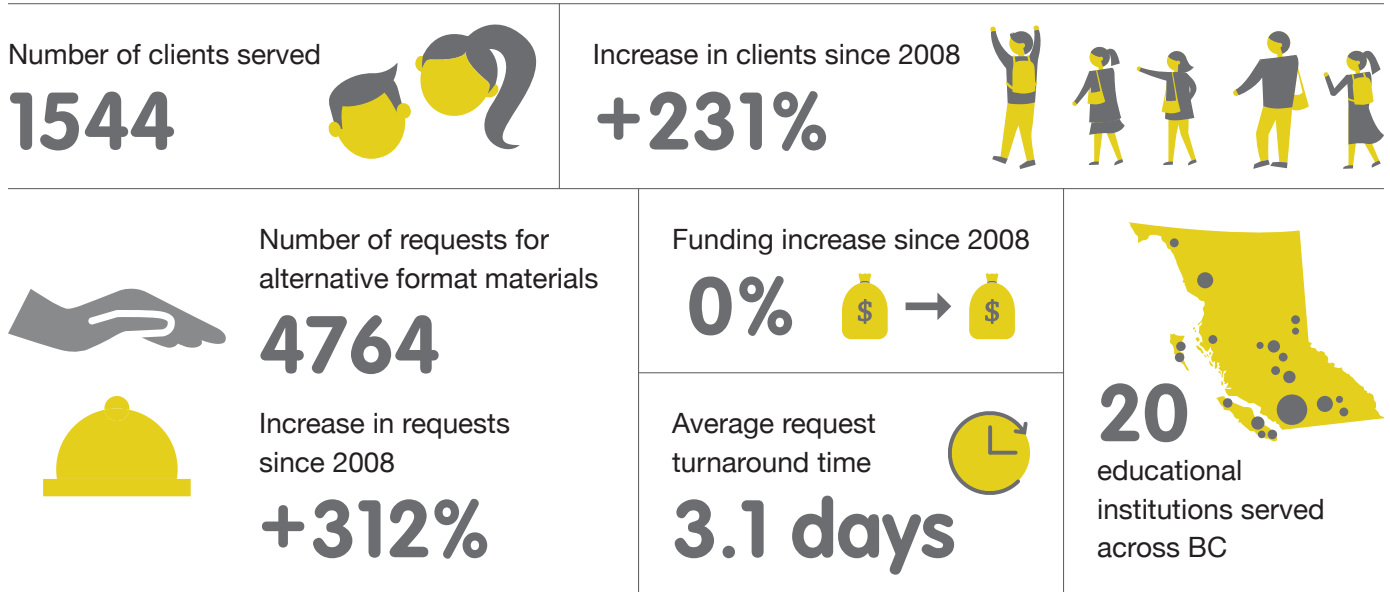
The Centre for Accessible Post-secondary Education Resources British Columbia (CAPER-BC) is a publicly funded organization that provides print disabled post-secondary students with the accessible course material they need to succeed. CAPER-BC serves clients who cannot use conventional print due to visual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

For students with a print disability, reading a textbook, journal article, or 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.

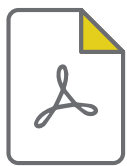
## YEAR AT A GLANCE



2017/18 was another year of growth for CAPER-BC. More print disabled BC post-secondary students than ever used our services and requested the most accessible course materials.



### Formats produced



**687**  
PDF



**35**  
MP3



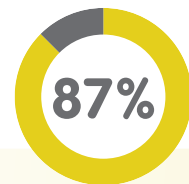
**176**  
e-Text



**1**  
Kurzweil



**8**  
Large print



Students who responded to the spring student survey that are "Very Happy" or "Happy" with CAPER-BC services

## EXECUTIVE SUMMARY

During 2017/18, CAPER-BC served 1544 students with print disabilities who made 4764 requests for alternate formats for course materials. Despite record breaking numbers of users and requests, this year's average turnaround time was 3.1 days – our second fastest ever. Faster turnaround times were made possible by a policy change reducing the production of MP3 format files, and the continued and growing use of alternative format items already in the collections of CAPER-BC and our borrowing partners. Growing and maintaining a centralized collection remains an important priority in order to save time and money, as well as to ensure learners receive their requested resources in a timely fashion.

In August 2017, a change to CAPER-BC production policies took effect, resulting in MP3 format files no longer being offered as a matter of student preference. Students now receive predominantly PDF or e-text versions of the resources they request. Initial response to this policy change has been positive, with reduced average request turnaround times for all students and no major concerns raised by stakeholders. We will continue to monitor if this change causes an increased need for technical support among students who are not accustomed to working with these formats and the assistive technology necessary to utilize them.

CAPER-BC leverages an economy of scale to share resources amongst 20 British Columbia post-secondary institutions. Alternate format files already in the CAPER-BC collection fulfilled 58% of requests. 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 continues to be an important central resource to support disability service offices.

# SERVICE GOALS

This report presents outcomes relating to priorities stated in the B.C. Ministry of Advanced Education, Skills and Training funding letter dated August 1, 2017.

## CAPER-BC PRIORITIES

CAPER-BC priorities for 2017/18 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.

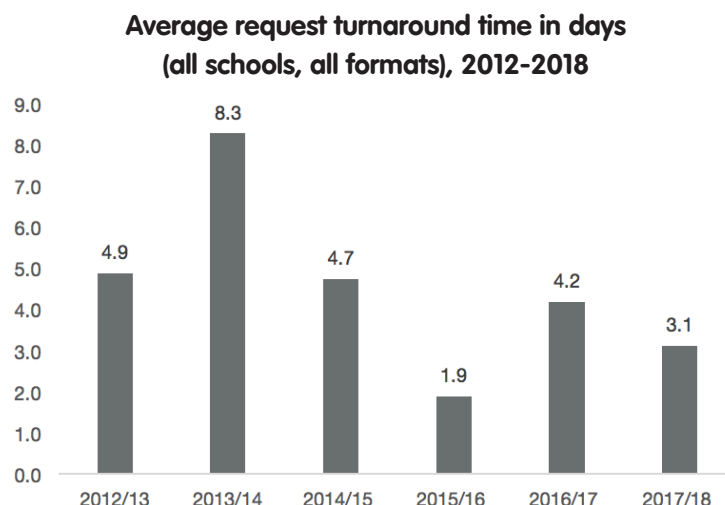
## KEY OPERATIONAL AREAS

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

### 1. CONTINUE TO IMPROVE RESPONSIVENESS AND COMMUNICATION

#### Responsiveness

This past year the average time it took to fulfill a request decreased to 3.1 days. In 2016/17 the average turnaround time was 4.2 days and in 2015/16 it was 1.9 days. Correlating with the largest one-time additional funding ever received from The Ministry (\$100,000), 2015/16 was the fastest turnaround time ever.



Despite the lack of any additional funding in 2017/18, and a record high number of requests, average turnaround time was the second fastest it has been in CAPER-BC history. This rapid turnaround of requests can largely be attributed to two main factors:

- decreased production of audio format due to a CAPER-BC policy change; and
- continuing increases in the amount of requests fulfilled from the collection.

### Communication

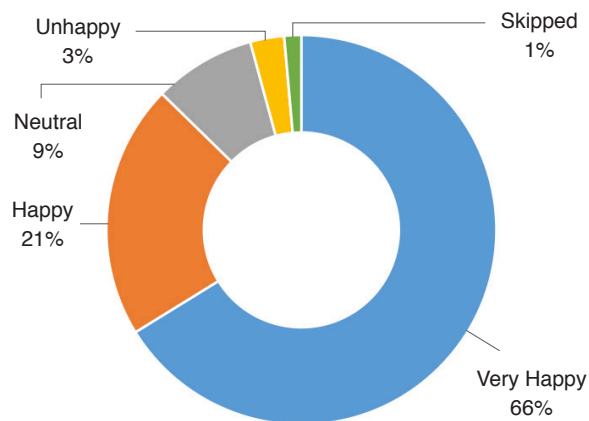
In addition to supporting students across the province through telephone and e-mail, CAPER-BC surveys students at the end of each semester to solicit direct feedback. In the spring survey, 87% of students who responded said they were either very happy or happy with our service.

This remains consistent with result from previous years: the number of respondents who indicated they were either very happy or happy with our service was 87% in 2016/17, 96% in 2015/16, and 74% in 2014/15. The extremely high user satisfaction rate in 2015/16 presumably reflects the decrease in turnaround times enabled by additional one-time funding utilized by CAPER-BC to hire additional staff during peak usage times.

This sampling of student quotes address how important a quick turnaround time is for students. Although we continue to improve upon previous average fulfillment times, from the student perspective wait times appear to be the most important factor in their satisfaction with CAPER-BC services.

***"I think it is already providing good services. Not only are the responses prompt but it is always nice to interact with CAPER."***  
**– Selkirk College student**

**Student satisfaction with CAPER-BC services, spring student survey 2018**



\*Results of 71 respondents as of April 6, 2018.

***"Thank you so much for being so prompt in returning emails and providing materials and help."***  
**– University of the Fraser Valley student**

***"...Faster turnaround times on math texts would be appreciated."***  
**– Vancouver Community College student**

***"It would be great if all textbooks could be produced quicker. Also if a book didn't need to be sent away to be processed."***  
**– Selkirk College student**

***"My biggest concern with CAPER-BC is that I can only register for my classes a month in advance, and it can take CAPER (quite reasonably) 6-8 weeks to produce my textbooks if you don't have it. It might be useful to be able to submit a preliminary request in advance."***  
**– Thompson Rivers University student**

***"On some items being transformed, a quicker turnaround time would be great."***  
**– Langara College 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 provided by CAPER-BC, and share information about needs, trends, opportunities, and technology.

The 2017/18 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.

Unfortunately, the Advisory committee did not meet in 2017/18 due to the inability to find an amenable meeting date that could work for a large enough number of members. The next meeting is scheduled for early June 2018, at which time the potential for moving the meeting to a different time of year to increase attendance will be discussed.

## **2. CONTINUE TO IMPROVE PRODUCTION EFFICIENCIES**

In August 2017, CAPER-BC implemented a policy change regarding the production of resources in MP3 format. Prior to this, CAPER-BC has produced materials in the alternate format presented as a first choice by the student, without questioning if that was the best format for them or if there was another suitable option that could provide faster access. In order to increase production efficiencies, more logically allocate our limited resources, and bring our service in line with other organizations in Canada, CAPER-BC will only be producing MP3s in exceptional circumstances. We will continue to produce MP3s for students that require them, but not for students who simply prefer the audio format.

The MP3 policy change was undertaken after consultation with several groups, including accessibility service counsellors and Assistive Technology BC (ATBC), and an environmental scan to determine if any other organizations currently produce MP3s. Three main points emerged in support of implementing the policy change:

- assistive technology continues to improve at a rapid pace, and there are several text-to-speech options that are either free or quite affordable;
- MP3 production is both time consuming and expensive; and
- environmental scans illustrated that CAPER-BC was the only organization routinely producing MP3s as an alternative format option (outside of Crane Library at UBC, which primarily produces human voice MP3s using volunteers).

Since the policy change was implemented, there has been a slight decrease in overall wait times for alternate formats. Most students are now receiving PDF or e-text versions of their resources, and are developing skills researching and utilizing the accompanying assistive technologies that will continue to serve them outside of the classroom and in the transition to the workplace. Preliminary feedback from students in the form of technical support requests and comments via the spring semester student survey indicates that some students require additional support working with assistive technologies. Future site visits will provide an opportunity for CAPER-BC to support institutional accessibility service providers with training in common text-to-speech tools, and how to best support students who are learning how to use them. CAPER-BC also maintains a list of text-to-speech software options on our website<sup>1</sup>.

<sup>1</sup> <http://caperbc.ca/technology/text-to-speech>



### 3. INCREASE LEARNER ACCESS TO ALTERNATE FORMATS

#### CAPER-BC Usage Continues to Grow

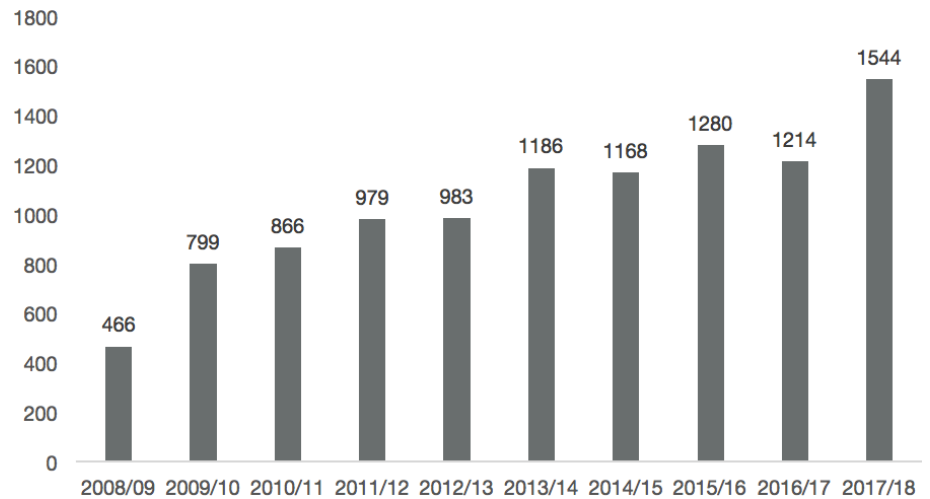
In 2017/18 CAPER-BC worked with 1544 clients. This continues the trend in steadily increasing usage of our services, with an increase of 27% in the last year and 230% in the last decade.

#### Loaning Alternate Formats

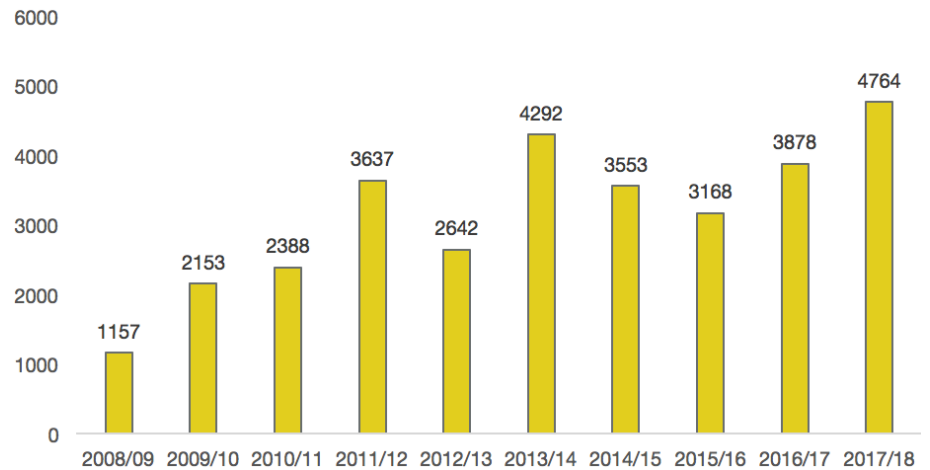
This year was also a record breaking year for the number of requests for alternative formats made to CAPER-BC, with 4764 requests made from around the province.

2768 (58%) of the 4764 format requests made between April 2017 and March 2018 were fulfilled directly from the CAPER-BC collection. This efficiency is possible as CAPER-BC is a centralized shared service.

Number of learners served, 2008-2018



Number of requests, 2008-2018



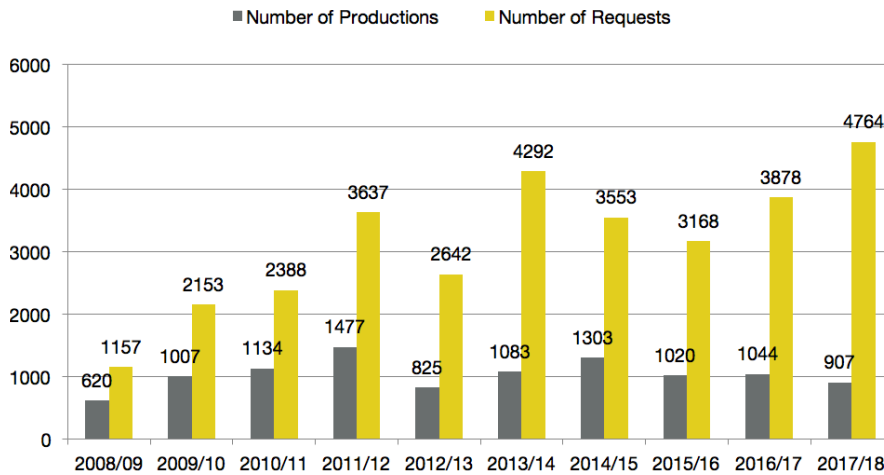
*"It's a great option to learn material in a different way, rather than a traditional approach, CAPER-BC allows more options for different learning styles."*

*- Anonymous student*

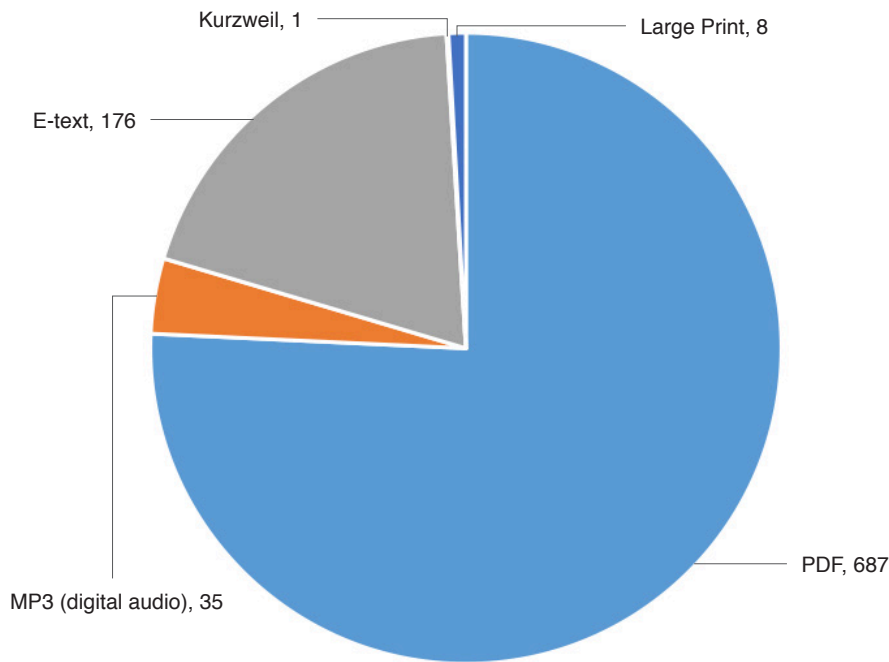
*"The service works well for me. I have a sight problem and the alternate formats of texts worked great when loaded into my Kindle. I can adjust type size and column width. I would be dead in the water without this."*

*- Vancouver Island University student*

### Number of productions vs. requests, 2008-2018



### Types of alternate formats produced, 2017/18



### Borrowing Alternate Formats

Whenever possible CAPER-BC borrows alternative formats from other institutions. CAPER-BC was able to borrow 209 alternate formats of the 4764 requests processed this fiscal year, saving time and money. During this same time period, CAPER-BC lent 40 productions to other partner institutions, both inside and outside of British Columbia.

### Production of Alternate Formats

CAPER-BC produced 907 alternate formats between April 2017 and March 2018 and processed 4764 format requests. These productions included PDF, e-text, MP3, and Kurzweil files, as well as large print.

## 4. DEVELOP AND DELIVER TRAINING TOOLS

### Training Clients and Partners

Training workshops, site visits, and orientations for new disability service staff introduce people to assistive technology and alternate formats being produced at CAPER-BC. Corrie Playford developed a workshop intended for post-secondary instructional faculty that provides an introduction to disability issues and creating accessible resources, which will be offered to faculty at mandated institutions in the upcoming year. CAPER-BC librarians continue to be a resource for colleagues in academic and public libraries on aspects of alternate formats for those with disabilities, including accessible format production and copyright.

## Introducing users to CAPER-BC Technology

*"I found it difficult to download the files, organize them and transfer them to my device."  
– Justice Institute of British Columbia student*

In January, students from the University of British Columbia iSchool approached CAPER-BC for the opportunity to undertake a project that would entail working with staff members to produce a screen capture tutorial demonstrating an aspect of our services. Some of the questions most frequently asked by our users focus on downloading and accessing the files we send to them on the various devices and technologies they use. Often students are not familiar with working with large file sizes or CAPER-BC's file sharing platform. A captioned tutorial was produced demonstrating via screencast how to receive files through TitanFile, download, and then unzip the files to prepare them for use with the students' preferred assistive technology. This tutorial video will be made available on the CAPER-BC website, and should provide a valuable tool to assist our users while reducing the amount of time staff spend providing technical support.

## 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 our mandated colleges, institutes, and universities. Given that we work with students at a distance, strong relationships with accessibility service providers are essential to ensure that students receive the course materials they need in the format they need, and that they understand what services we offer. 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 accessibility services staff at their institutions to discuss ongoing innovations, procedures, processes and solicit feedback. This year Tara Robertson visited North Island College and staff from Kwantlen Polytechnic University visited CAPER-BC. Corrie Playford visited Langara College, British Columbia Institute of Technology, and Nicola Valley Institute of Technology, and will continue to visit other institutions to introduce herself to CAPER-BC stakeholders.

### 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), providing an update on staffing changes and ongoing activities. Corrie Playford attended the advisory committee meeting for the Provincial Communication Access Service (PCAS), which is hosted at BCIT. 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). On June 28, 2017, AT-BC and CAPER-BC staff came together for our third annual cross-training workshop, focused on text-to-speech software and the differences between reading and studying. These events resulted in greater 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, we can obtain accessible materials from other alternate format producers under a reciprocal borrowing agreement. In 2017/18, CAPER-BC borrowed a total of 209 titles from partners, and loaned out 40 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 continued to focus on its core mandate, to deliver accessible formats in a timely way. Despite the lack of additional one-time funding this year, CAPER-BC was still able to ensure that productions and requests were carried out in a timely manner during essential peak demand periods. In 2017/18 CAPER-BC continued to increase efficiencies and utilize technological improvements to ensure excellent service.

## FUNDING ADVOCACY

In several of the past fiscal years, CAPER-BC has benefitted from one-time funding grants from The Ministry. While this is always good news, CAPER-BC requires an increase in its ongoing operating budget which has remained the same since 2008, despite a quadrupled demand for services. One-time funding allows CAPER-BC to add additional temporary staff and undergo various projects to improve efficiency and technological capacity, but does not allow for investing in any activities that would require an ongoing commitment of funds.

In the 2018/19–2020/21 Service Plan, the Ministry of Advanced Education, Skills and Training outlines several goals, objectives, and strategies that explicitly focus on accessibility issues. Goal 2 affirms: “Learners are supported to achieve their full potential with accessible, affordable and equitable education and training opportunities.”<sup>2</sup> An important aspect of this support is delineated in Objective 2.2: “Respond and adapt to the diverse and changing needs of learners”. The Service Plan goes on to outline several strategies to ensure this objective is met, many of which are closely aligned with the services provided by and values embodied in CAPER-BC.

**Strategy: Support learners with permanent disabilities through continued funding for programs and services that help offset barriers to post-secondary education and training.**

CAPER-BC is an excellent example of a shared, centralized service that delivers value to mandated institutions and The Ministry. CAPER-BC directly offsets barriers to post-secondary education and training by ensuring that learners with disabilities can access the materials they need to pursue their education. Increased stable funding would ensure that we

can continue to improve on providing timely access to resources, to ensure learners with disabilities are not disadvantaged by long wait times to receive their educational materials.

**Strategy: Provide programs, services, tools and resources for those who are struggling to gain a foothold in the job market through targeted programs for...persons with disabilities and women in the trades...**

Unemployment and underemployment disproportionately affect the disabled community. Accessible educational opportunities provide a means to ensure that students with disabilities gain fair and equitable access to the same resources and opportunities to develop employment ready skills and training as their peers.

The number of trades requests, relative to the number of students is high: 15% of students make 50% 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.”<sup>3</sup> 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.

<sup>2</sup> British Columbia Ministry of Advanced Education, Skills & Training. 2018/19-2020/21 Service Plan. February 2018. <http://www.bcbudget.gov.bc.ca/2018/sp/pdf/ministry/aest.pdf>

<sup>3</sup> B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training. 2014. [https://www.workbc.ca/getmedia/4c54646a-93fa-4566-b148-f43a3f27b240/Booklet\\_BCBluePrint\\_web\\_140428.pdf.aspx](https://www.workbc.ca/getmedia/4c54646a-93fa-4566-b148-f43a3f27b240/Booklet_BCBluePrint_web_140428.pdf.aspx)

**Strategy: Improve student mental health, safety and overall well-being, including creating greater awareness of available supports...**

CAPER-BC has been a trusted support for BC's post-secondary community since 1985, and is established as a valuable resource for disabled students and other stakeholders. Because we work with students from a distance, difficulties can arise in raising awareness of CAPER-BC services, particularly for students enrolled in smaller institutions that may have fewer accessibility resources available to them. Adequate funding would allow us to undertake projects to increase awareness of our services, such as increased training and technical support for students and accessibility services staff members.

## CONTRACT WORK

The BC Library Cooperative's National Network for Equitable Library Service (NNELS) project continued to contract human voice DAISY, full-text DAISY, and electronic text production work to CAPER-BC. This brought in \$17,880 in revenue during 2017/18.

## STAFFING

In October 2017, Accessibility Librarian Tara Robertson moved on from CAPER-BC after more than five years of service. During her time here, Tara's innumerable contributions included spearheading an organizational rebranding to more clearly communicate our role to stakeholders, building and nurturing internal and external relationships, and tirelessly advocating for increased support for student access to educational materials. Enthusiastic, generous, and passionate about accessibility and inclusion, Tara's presence will be greatly missed.

As of January 2018, Corrie Playford has taken on the Accessibility Librarian position. Corrie has worked in various academic library roles over her career, with her first library role offering an introduction to accessibility work through the creation of a series of captioned and described online video tutorials. She looks forward to contributing to CAPER-BC's tradition of service excellence.

CAPER-BC has six full time staff members: two librarians (Stephen Blaeser and Corrie Playford), two library technicians (Vanessa Brown and Shuyan Dai), and two library assistants (Dan Carkner and Laura Taylor). On-call library assistant Helen Tsoi supports the work of full time CAPER-BC staff. Patricia Cia, Director of CAPER-BC, provides administrative and strategic leadership.

Although much has been done to automate processes, CAPER-BC still requires significant staff hours 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 enables us to complete productions faster. Due to the uncertain availability of contract work, it's not possible to hire additional permanent staff.

## FUTURE PLANNING

In March 2018, CAPER-BC received one-time funding of \$125,000 which was deferred to the upcoming fiscal year. Plans for these funds include several projects that will improve technology, communication resources, and production efficiencies. Potential projects include:

- an environmental scan undertaken with an external agency to better understand CAPER-BC's position in the larger community, assess the needs of our stakeholders, and position ourselves for upcoming challenges and opportunities;
- staff professional development, including training in accessible PDF production, and further training in MathML;
- investigating and implementing an online repository of the CAPER-BC collection to enable accessibility services staff at mandated institutions to search for and download existing alternative format materials;
- increased travel to mandated institutions to enhance connections and awareness of CAPER-BC services.

## TABLE 1: FINANCIAL REPORT

REVENUE 2017/18	BUDGET	ACTUALS	BALANCE
Grant	\$ 516,000.00	\$ 516,000.00	\$ -
Grants Deferred *	\$ -	\$ 125,000.00	\$ -
Miscellaneous revenue	\$ 15,000.00	\$ 17,880.00	\$ (2,880.00)
<b>Total Revenue</b>	<b>\$ 531,000.00</b>	<b>\$ 658,880.00</b>	<b>\$ (2,880.00)</b>

EXPENSES	BUDGET	ACTUALS	BALANCE
<b>SALARIES</b>			
Stipend-In	\$ 1,005.94	\$ 1,025.29	\$ (19.35)
Librarians	\$ 183,168.34	\$ 171,324.64	\$ 11,843.70
Staff	\$ 274,151.41	\$ 247,195.65	\$ 26,955.76
Fringe benefits	\$ 90,310.78	\$ 87,632.28	\$ 2,678.50
<b>Subtotal Salaries</b>	<b>\$ 548,636.47</b>	<b>\$ 507,177.86</b>	<b>\$ 41,458.61</b>

OTHER EXPENSES			
Supplies	\$ 2,500.00	\$ 1,216.11	\$ 1,283.89
Electronic subscriptions & references	\$ 6,500.00	\$ 2,310.52	\$ 4,189.48
Communications: Phones & equipment	\$ 2,300.00	\$ 3,809.71	\$ (1,509.71)
Software + maintenance	\$ 5,500.00	\$ 5,000.00	\$ 500.00
Hosting	\$ 1,800.00	\$ 52.90	\$ 1,747.10
Travel & conference	\$ 7,150.00	\$ 6,237.64	\$ 912.36
Printing	\$ 2,000.00	\$ 1,383.19	\$ 616.81
Deliveries: Courier & shipping	\$ 2,000.00	\$ 1,357.23	\$ 642.77
Fees: Contract administration	\$ 25,800.00	\$ 25,800.00	\$ -
Fees: Miscellaneous	\$ 13,500.00	\$ 13,500.00	\$ -
Fees: Reader contracts	\$ 14,500.00	\$ 4,510.00	\$ 9,990.00
Computer equipment	\$ 1,500.00	\$ 347.68	\$ 1,152.32
<b>Subtotal Other Expenses</b>	<b>\$ 85,050.00</b>	<b>\$ 65,524.98</b>	<b>\$ 19,525.02</b>
<b>Total Expenses</b>	<b>\$ 633,686.47</b>	<b>\$ 572,702.84</b>	<b>\$ 60,983.63</b>
<b>Surplus/(Deficit)</b>	<b>\$(102,686.47)</b>	<b>\$ 86,177.16</b>	<b>\$(58,103.63)</b>

\* One time Ministry funding received March 21, 2018



## APPENDIX 1: ADDITIONAL DATA

TABLE 2: REQUESTS FULFILLED BY MANDATED INSTITUTION, 2016/17 & 2017/18

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION
	2017/18			2016/17		
British Columbia Institute of Technology	697	438	63%	698	575	82%
Camosun College	792	576	73%	771	432	56%
Capilano University	97	23	24%	115	27	23%
College of New Caledonia	16	5	31%	76	20	26%
College of the Rockies	206	131	64%	66	41	62%
Douglas College	385	190	49%	345	142	41%
Emily Carr University of Art + Design	16	0	0%	3	0	0%
Justice Institute of British Columbia	24	13	54%	16	13	81%
Kwantlen Polytechnic University	131	46	35%	129	2	2%
Langara College	139	26	19%	91	31	34%
Nicola Valley Institute of Technology	14	2	14%	18	6	0%
North Island College	343	228	66%	169	108	64%
Northern Lights College	292	167	57%	199	65	33%
Northwest Community College	45	37	82%	43	33	77%
Okanagan College	387	257	66%	290	181	62%
Selkirk College	239	124	52%	263	150	57%
Thompson Rivers University	299	123	41%	101	35	35%
University of the Fraser Valley	427	202	47%	273	151	55%
Vancouver Community College	41	16	39%	62	53	85%
Vancouver Island University	174	165	95%	150	121	81%
<b>Total</b>	<b>4764</b>	<b>2769</b>	<b>58%</b>	<b>3878</b>	<b>2186</b>	<b>56%</b>

## APPENDIX 1: ADDITIONAL DATA

**TABLE 3: AVERAGE WAIT TIME IN DAYS TO FULFILL REQUESTS, 2015-2018**

INSTITUTION	2017/18	2016/17	2015/16
British Columbia Institute of Technology	4.3	5.4	0.9
Camosun College	2.1	3.0	0.4
Capilano University	1.7	8.7	3.0
College of New Caledonia	2.7	1.2	0.5
College of the Rockies	6.7	6.3	6.2
Douglas College	2.8	3.5	1.3
Emily Carr University of Art + Design	1.2	1.0	0.6
Justice Institute of British Columbia	1.2	0.7	5.6
Kwantlen Polytechnic University	3.4	7.4	3.6
Langara College	3.7	5.6	3.2
Nicola Valley Institute of Technology	2.8	9.9	0.0
North Island College	3.5	4.8	0.5
Northern Lights College	6.7	2.7	1.2
Northwest Community College	0.7	2.0	0.0
Okanagan College	2.1	2.5	1.0
Selkirk College	1.9	4.5	1.0
Thompson Rivers University	3.5	3.2	0.7
University of the Fraser Valley	3.6	3.9	3.3
Vancouver Community College	6.7	6.7	4.3
Vancouver Island University	1.1	1.0	0.6
<b>Overall average number of days</b>	<b>3.1</b>	<b>4.2</b>	<b>1.9</b>

Includes requests filled by production, inventory and interlibrary loan.

**TABLE 4: AVERAGE PRODUCTION TIME BY FORMAT IN DAYS, 2015-2018**

FORMAT	2017/18	2016/17	2015/16
E-text	10.8	14.8	9.8
Kurzweil	1.0	2.0	2.0
MP3	17.8	12.6	9.6
PDF	5.0	4.8	4.4
Large Print	14.5	10.0	18.1
<b>Average</b>	<b>9.8</b>	<b>8.8</b>	<b>7.9</b>

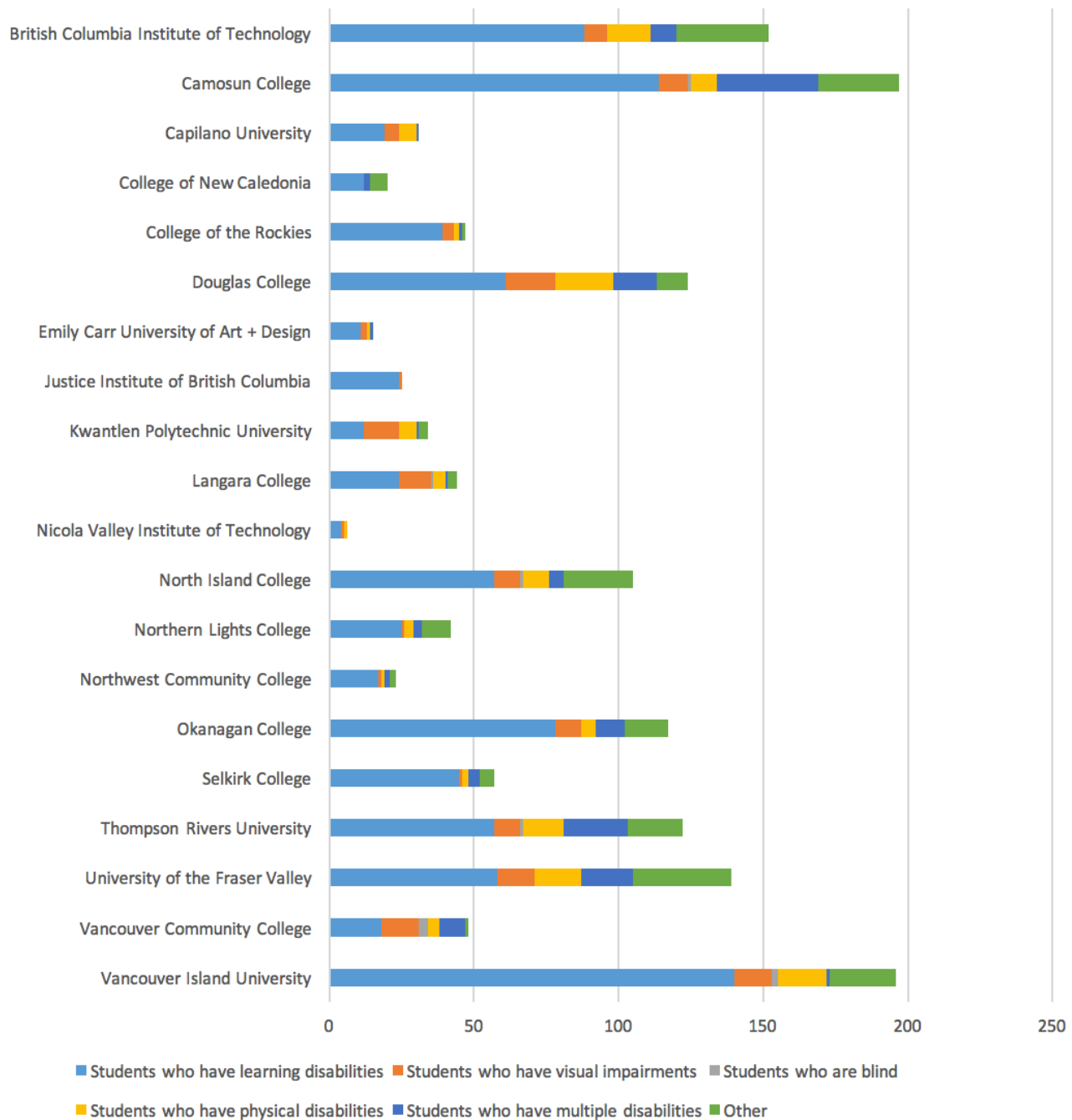


**TABLE 5: DISABILITY DISCLOSURES OF REGISTERED STUDENTS  
BY MANDATED INSTITUTION, 2017/18**

<b>INSTITUTION</b>	<b>STUDENTS WHO HAVE LEARNING DISABILITIES</b>	<b>STUDENTS WHO HAVE VISUAL IMPAIRMENTS</b>	<b>STUDENTS WHO ARE BLIND</b>	<b>STUDENTS WHO HAVE PHYSICAL DISABILITIES</b>	<b>STUDENTS WHO HAVE MULTIPLE DISABILITIES</b>	<b>OTHER</b>	<b>TOTAL</b>
British Columbia Institute of Technology	88	8		15	9	32	152
Camosun College	114	10	1	9	35	28	197
Capilano University	19	5		6	1		31
College of New Caledonia	12				2	6	20
College of the Rockies	39	4		2	1	1	47
Douglas College	61	17		20	15	11	124
Emily Carr University of Art + Design	11	2		1	1		15
Justice Institute of British Columbia	24	1					25
Kwantlen Polytechnic University	12	12		6	1	3	34
Langara College	24	11	1	4	1	3	44
Nicola Valley Institute of Technology	4	1		1			6
North Island College	57	9	1	9	5	24	105
Northern Lights College	25	1		3	3	10	42
Northwest Community College	17	1		1	2	2	23
Okanagan College	78	9		5	10	15	117
Selkirk College	45	1		2	4	5	57
Thompson Rivers University	57	9	1	14	22	19	122
University of the Fraser Valley	58	13		16	18	34	139
Vancouver Community College	18	13	3	4	9	1	48
Vancouver Island University	140	13	2	17	1	23	196
<b>Total</b>	<b>903</b>	<b>140</b>	<b>9</b>	<b>135</b>	<b>140</b>	<b>217</b>	<b>1544</b>
<b>Percentage</b>	<b>58%</b>	<b>9%</b>	<b>1%</b>	<b>9%</b>	<b>9%</b>	<b>14%</b>	<b>100%</b>

# APPENDIX 1: ADDITIONAL DATA

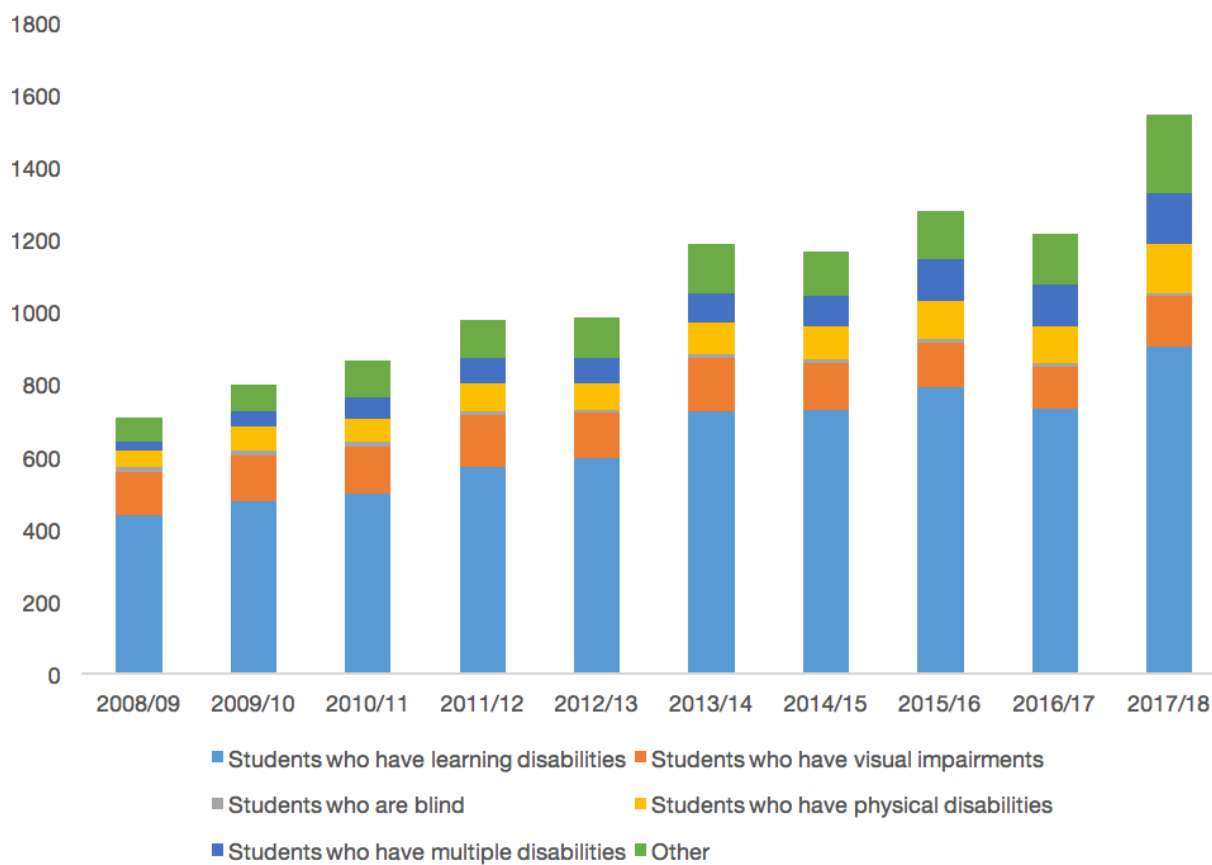
**FIGURE 1.1: DISABILITY DISCLOSURES OF REGISTERED STUDENTS BY MANDATED INSTITUTION, 2017/18**



**TABLE 6: DISABILITY DISCLOSURES OF REGISTERED STUDENTS, 2008-2018**

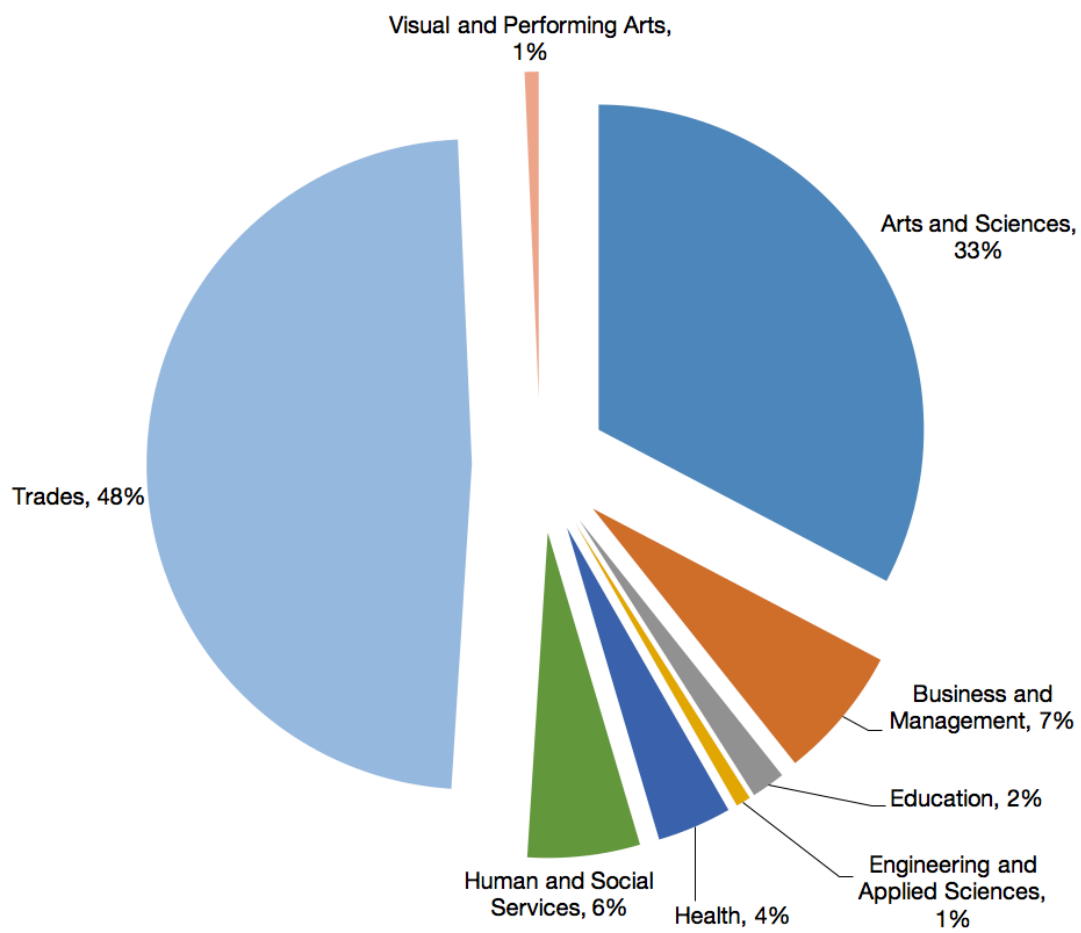
YEAR	STUDENTS WHO HAVE LEARNING DISABILITIES	STUDENTS WHO HAVE VISUAL IMPAIRMENTS	STUDENTS WHO ARE BLIND	STUDENTS WHO HAVE PHYSICAL DISABILITIES	STUDENTS WHO HAVE MULTIPLE DISABILITIES	OTHER	TOTAL
2008/09	440	119	13	45	25	66	708
2009/10	478	124	15	67	41	74	799
2010/11	497	132	12	65	58	102	866
2011/12	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
2017/18	903	140	9	135	140	217	1544

**FIGURE 1.2: DISABILITY DISCLOSURES OF REGISTERED STUDENTS, 2008-2018**

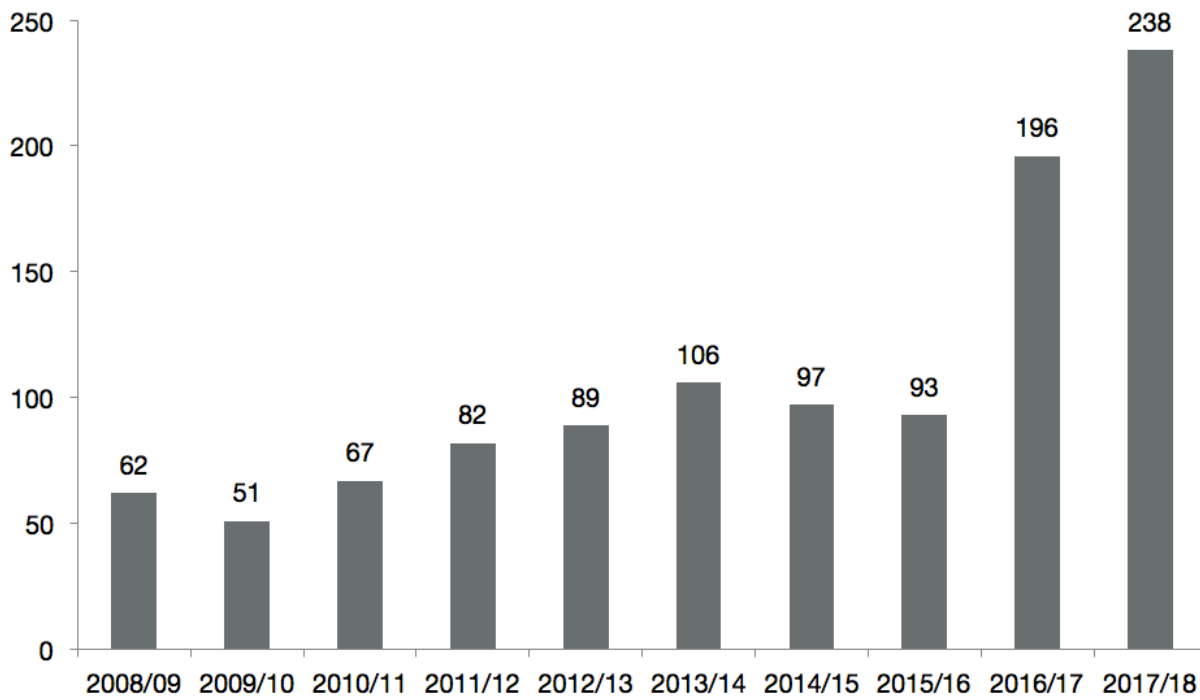


# APPENDIX 1: ADDITIONAL DATA

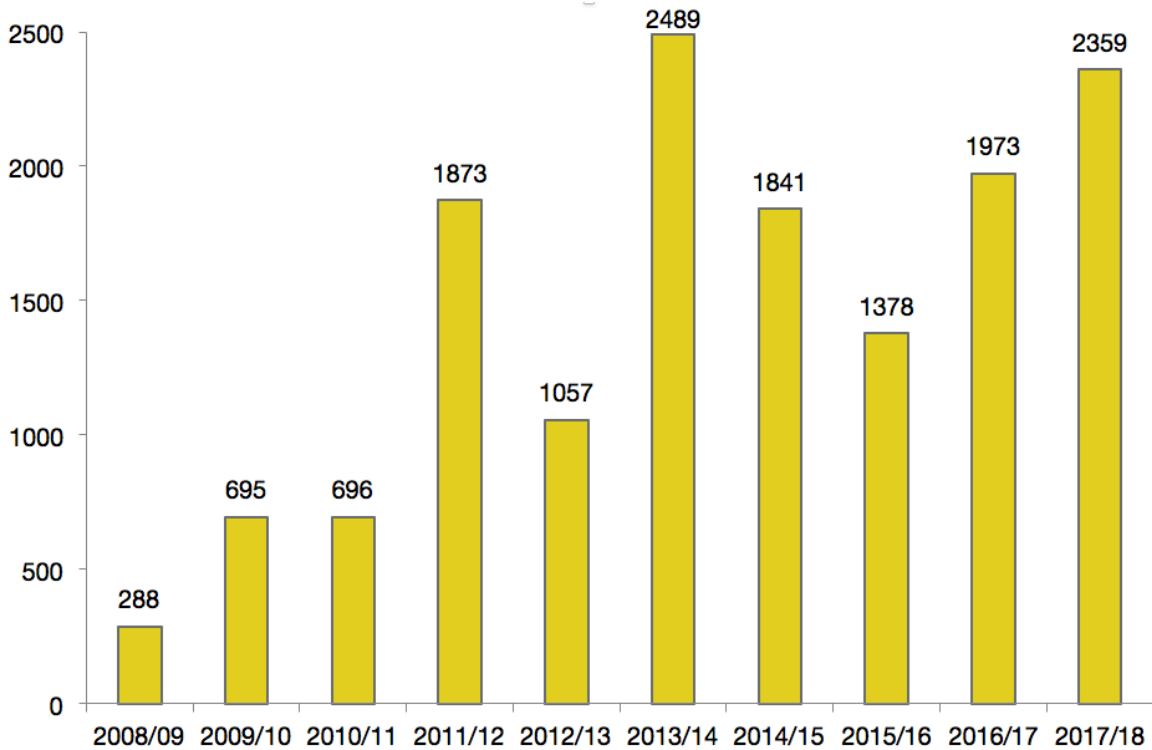
FIGURE 1.3: SUBJECTS REQUESTED BY PERCENT, 2017/18



**FIGURE 1.4: NUMBER OF TRADES STUDENTS, 2008-2018**



**FIGURE 1.5: NUMBER OF TRADES REQUESTS, 2008-2018**



## 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:**

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.

### **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.

### **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 upon special request. These are produced by processing an e-text file with a text-to-speech program.

### **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.

### **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.

## APPENDIX 3: EVENTS AND ACTIVITIES, 2017/18

<b>April 19-21</b>	BC Library Association conference.	<b>January 2</b>	Corrie Playford joins CAPER-BC full-time as Accessibility Librarian.
<b>May 10</b>	Site visit to North Island College.	<b>January 18</b>	Meeting with PCAS coordinator to discuss collaboration opportunities.
<b>May 23-24</b>	Disability Resource Network of BC conference.	<b>January 30</b>	Post-Secondary Communication Access Services (PCAS) Advisory Committee meeting.
<b>May 25</b>	Presentation to Disability Articulation.	<b>February 22</b>	CAPER-BC internal yearly planning meeting.
<b>June 28</b>	Cross training and networking with AT-BC.	<b>March 2</b>	ConnecTra Abilities Expo and Job Fair.
<b>June 29</b>	Kwantlen Polytechnic University's Disability Service Office visits CAPER-BC for whole department orientation.	<b>March 19-23</b>	Corrie Playford attended CSUN Assistive Technology conference.
<b>June 5-7</b>	CAER Annual General Meeting.	<b>March 26</b>	Site visit to Nicola Valley Institute of Technology.
<b>August 1</b>	CAPER-BC ends MP3 production.	<b>March 27</b>	BCcampus Ally sandbox pilot information meeting.
<b>October 12</b>	Tara Robertson departs CAPER-BC to pursue new opportunities.		
<b>October 16</b>	Corrie Playford starts part-time role, supporting Stephen Blaeser in Librarian responsibilities.		
<b>October 31</b>	Meeting with Langara College Disability Services Office coordinator.		
<b>November</b>	Creation of "Accessibility 101" workshop for Quest University		
<b>December 3</b>	United Nations International Day of Persons with Disabilities.		
<b>December 12</b>	Project EVERYBody celebrates event – UN International Day of Persons with Disabilities.		

**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](http://CAPERBC.ca)**