

CAPER-BC



Centre for
Accessible
Post-secondary
Education
Resources

ANNUAL REPORT

2019-2020

WHAT OUR USERS SAY*:

"I am really happy with the service that I've received! My files are prepared quickly and they are easy to download."

"Good job overall and I am very grateful for your services. It's nice to have you in my corner to help me succeed."

"This service is of ultimate importance in promoting student accessibility and student freedom."

"The staff were very helpful and got the text to me in less than an hour! The service you provided was very helpful to me and is such an amazing resource to have available."

"CAPER-BC is doing a great service to render textbooks accessible!"

*All student quotes used with permission from results of Spring and Fall 2019 surveys of active CAPER-BC users.

Service provided by Langara College
Funded by the BC Ministry of Advanced Education, Skills and Training
Prepared May 2020 by
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EXECUTIVE SUMMARY

For CAPER-BC, 2019/20 was a year of supporting users and partners in a changing landscape.











As publishers work toward a more fulsome understanding of accessibility issues and create more digital formats of books that meet their own internal accessibility standards, the need has grown for CAPER-BC to assess these resources to ensure they are accessible for our users. New adaptive technology tools are being developed and older ones are no longer being updated and supported, causing Accessibility Services offices and students to seek out guidance on what tools are best for their needs without spending more of their scarce resources. Educational publishers continue to push the development and use of custom textbooks and online platforms for supplemental materials, increasing the work for alternate format providers and often making it impossible to remediate these materials. In March, world events changed the way all of us in British Columbia work and learn, necessitating a shift to remote access for all.

Through all of this, CAPER-BC has sought increased collaboration, new partnerships, and enhanced communication to ensure our services support our users' changing needs. Use of CAPER-BC services continued to steadily increase in 2019/20, with 2,209 active users with print disabilities making 4,151 requests for alternate format educational materials. Efficiencies introduced to our work process and dedicated CAPER-BC staff ensured that the average turnaround time to fulfill these requests stayed low at 3.3 days. It is certain that the coming year will continue to introduce new difficulties and opportunities for CAPER-BC services, and that current and developing partnerships and projects will help enable us to rise to the challenge.

YEAR AT A GLANCE



2019/20 was a year of supporting users and partners in a changing landscape. Ongoing changes in the publishing world as well as a shifting landscape in educational and adaptive technology continue to push CAPER-BC to adapt. World events changed the way everyone works and learns and CAPER-BC quickly adjusted to new realities in order to seamlessly provide services and strengthen our community collaborations.

<p>Number of clients served</p> <p>2,209</p> 	<p>Increase in clients since 2010/11</p> <p>+155%</p> 	
<p>Number of requests for alternative format materials</p> <p>4,151</p>  <p>Increase in requests since 2010/11</p> <p>+74%</p> 	<p>Funding increase since 2009</p> <p>0%</p> 	<p>14</p> <p>Site visits to partner institutions</p>  <p>8</p> <p>Presentations & workshops for faculty & administration at partner institutions</p>
<p>Formats produced</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="146 1365 276 1669">  <p>455</p> <p>PDF</p> </div> <div data-bbox="332 1365 462 1669">  <p>10</p> <p>MP3</p> </div> <div data-bbox="519 1365 649 1669">  <p>268</p> <p>e-Text</p> </div> </div>	<p>Requests fulfilled from existing or partner collections</p> <p>64%</p> 	<p>82%</p> <p>Students who responded to the fall student survey that they are "Very happy" or "Happy" with CAPER-BC services</p>

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 to successfully access post-secondary educational opportunities, and become skilled members of BC's workforce.

OUR MISSION:

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.

SERVICE GOALS

CAPER-BC funding is intended to provide equitable access to resources for students with print impairments attending British Columbia's public post-secondary institutions.

CAPER-BC priorities for 2019/20 services are outlined in the BC Ministry of Advanced Education, Skills and Training (AEST) funding letter from October 25, 2019, as follows:

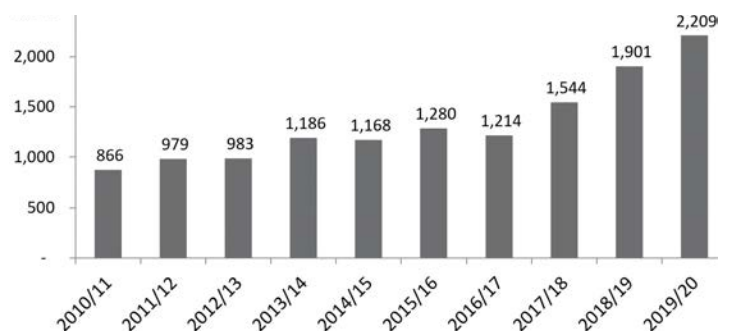
- Continuing to **improve responsiveness** to, and **communication** with, students, disability co-ordinators, librarians, and other stakeholders regarding requests for accessible resource material;
- **Increasing efficiencies** by lending alternate formats, consulting on best solutions, communicating 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 (British Columbia Electronic Library Network);
- **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 co-ordinators, librarians, and related personnel and students about alternate formats, CAPER-BC services, and accessible on-line learning options; and,
- **Encouraging collaborative mechanisms** with other provincial groups such as BCcampus and the British Columbia Electronic Library Network.

INCREASING LEARNER ACCESS TO ALTERNATE FORMATS

CAPER-BC CONTINUES TO GROW

CAPER-BC had **2,209 active users** in 2019/20, a 155% increase over the past decade.

Number of learners served, 2010–2020

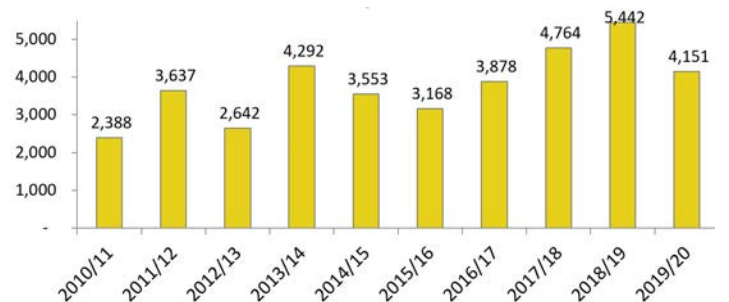


LOADING ALTERNATE FORMATS

4,151* requests were made to CAPER-BC from around the province, a 74% increase over the past decade.

*The decrease in 2019/20 request numbers is partially due to a change in the method of tallying requests this year. In years previous, each Trades module was recorded as a separate request. Going forward, all modules in one Trades resource will be recorded as one request. If using the old tallying method, this year's request number would be 4,682 (a 96% increase since 2010).

Number of requests, 2010–2020



"Caper-BC is an essential service that really helps make the university experience more inclusive for those who learn out of the mainstream university spectrum. I am one of those students and I honestly wouldn't have the opportunity to graduate university without the amazing support of Caper-BC."

All student quotes used with permission from results of Spring and Fall 2019 surveys of active CAPER-BC users.

15,670

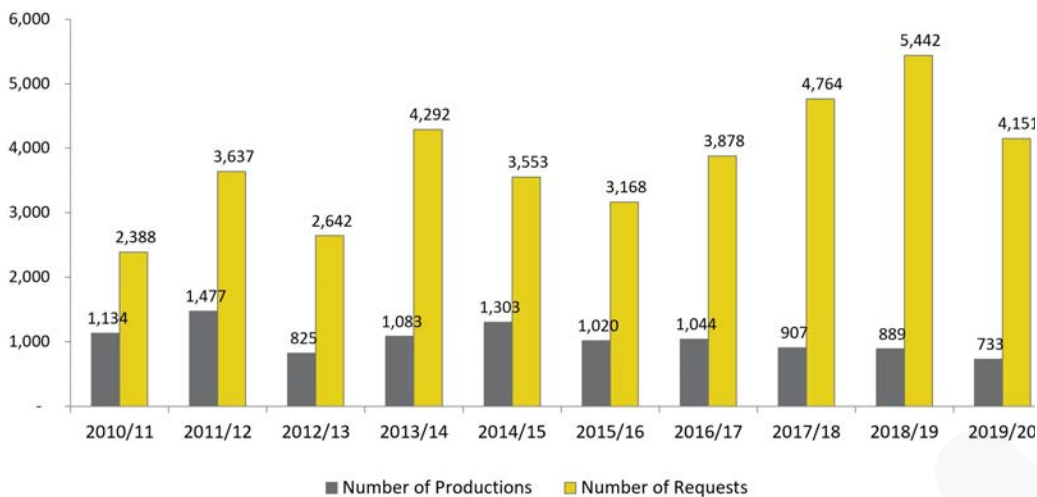
days were saved by filling requests with items in the centralized CAPER-BC collection.*

* 2,656 requests that did not need to be produced, multiplied by an average production time of 5.9 days.

PRODUCTION OF ALTERNATE FORMATS

Of the 4,151 requests in 2019/20, 64% were items already in the CAPER-BC collection, demonstrating the benefit of our centralized, shared service model.

Number of productions vs. requests, 2010–2020

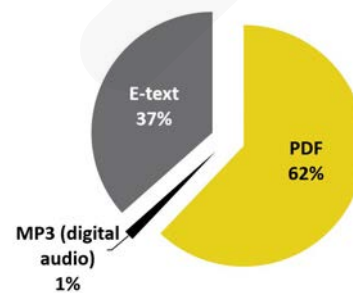


BORROWING ALTERNATE FORMATS

Due to reciprocal borrowing agreements with other alternate format providers, CAPER-BC was able to borrow 122 of the resources requested this year. We loaned 42 resources out to partners and produced 37 requests for non-mandated users as part of our fee-based service.

PDF continues to be the most requested and most produced format.

Types of alternate formats produced, 2019/20

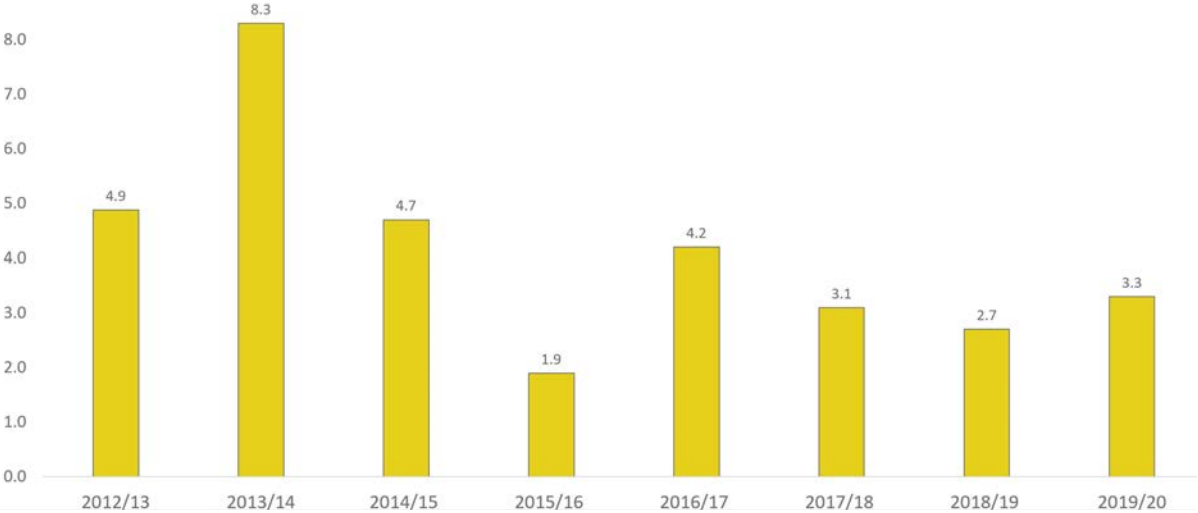


IMPROVING RESPONSIVENESS AND COMMUNICATION

RESPONSIVENESS:

Turnaround times for CAPER-BC requests are holding steady. Consistent with previous years, the fastest turnaround times correlated to years in which CAPER-BC received additional one-time funding.

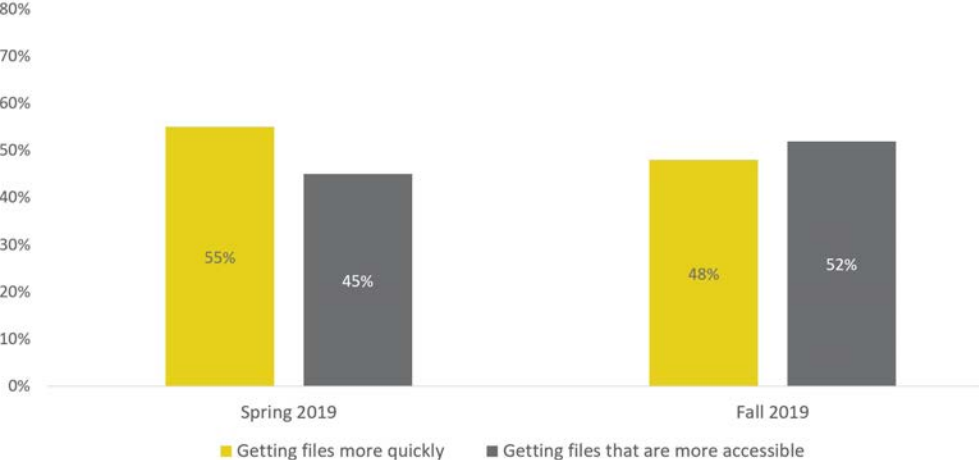
Average request turnaround time in days (all schools, all formats), 2012–2020



2019/20 average request fulfillment: **3.3 days**

CAPER-BC often manipulates PDF files to make them more accessible. This also increases the amount of time before the student receives their request. Student preference remains evenly divided between receiving files more quickly or receiving more accessible files.

Student preference: accessibility vs. speed, 2019 student surveys



“These services are fantastic. A life saver because I can better understand the text by listening and following along. I’m very pleased with the quickness in the services provided by CAPER-BC. It’s fast, efficient, and reliable. Thank you.”

All student quotes used with permission from results of Spring and Fall 2019 surveys of active CAPER-BC users.

COMMUNICATION

CAPER-BC communicates with stakeholders in multiple ways:

- surveys of all active students conducted every fall and spring semester;
- calls or video chats with new staff at Accessibility Services offices;
- annual Advisory Committee meeting;
- site visits, workshops, presentations, and conference attendance as appropriate.

Student satisfaction with CAPER-BC services, fall 2019 student survey*



*Results of 70 respondents as of January 10, 2020.

CAPER-BC ADVISORY COMMITTEE

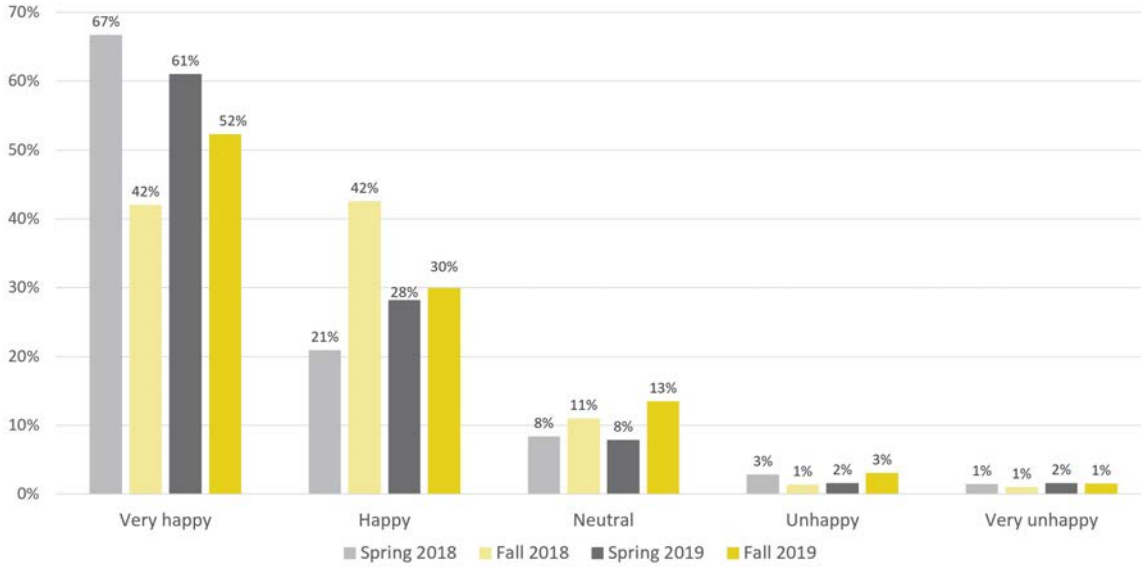
The Advisory Committee meets annually to provide a forum for collaboration, support, and sharing of information. The purpose of the Committee is to advise CAPER-BC of student needs, give feedback on products and services provided by CAPER-BC, and share information about trends, opportunities, and technology.

The Advisory Committee met in late November 2019. Highlights of this meeting included an update from Ministry representative Miles Stratholt, updates on CAPER-BC online repository progress, and future project prioritization.

82%

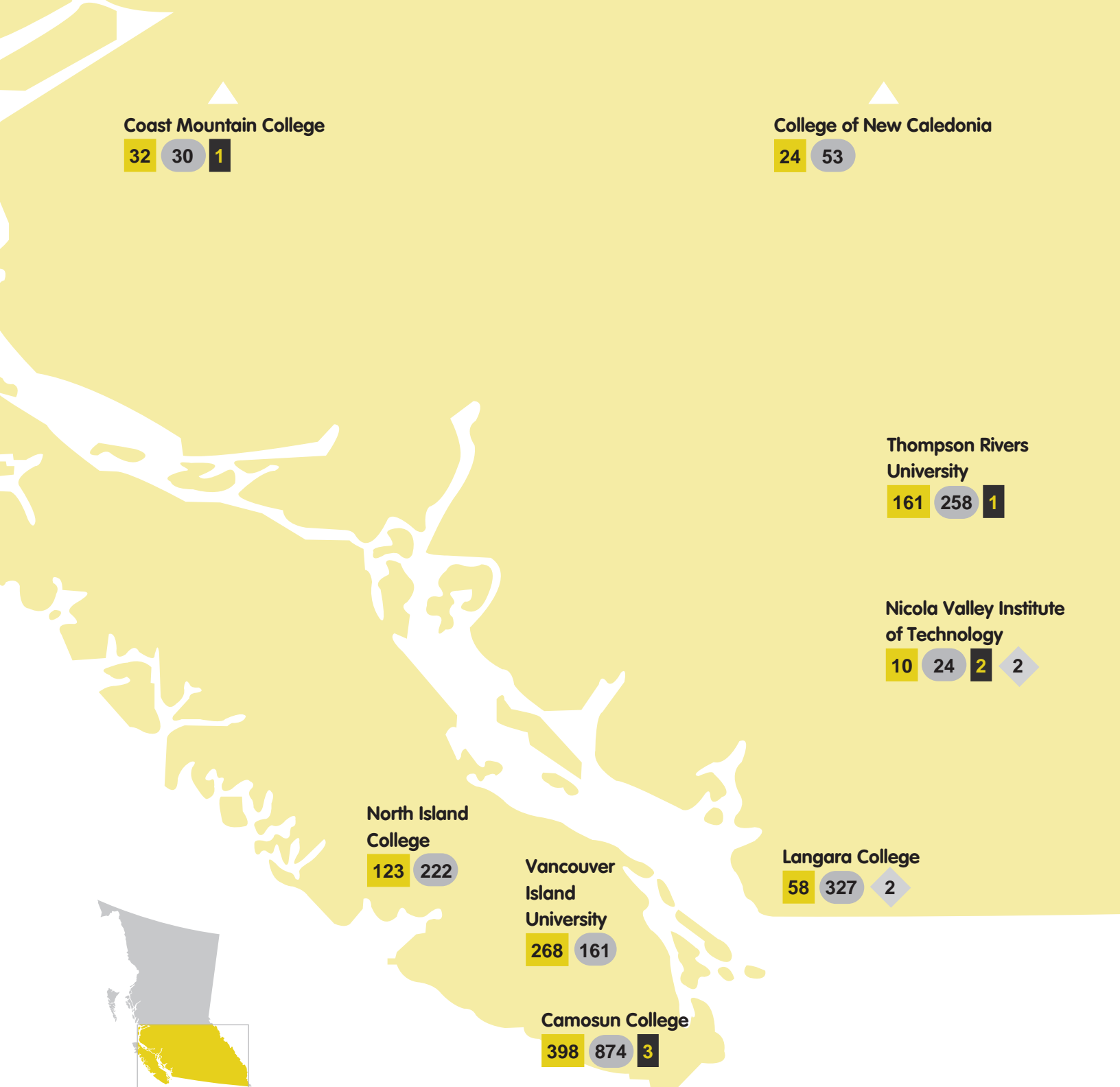
of students are “very happy” or “happy” with CAPER-BC services (based on student responses to fall 2019 survey).

**Year-over-year comparison of student satisfaction with CAPER-BC services,
spring 2018 through fall 2019**



“CAPER-BC has been amazing. I feel that my success in school is directly related to support from CAPER-BC.”

All student quotes used with permission from results of Spring and Fall 2019 surveys of active CAPER-BC users.



PROVINCIAL IMPACT

As a centralized shared service, CAPER-BC saves mandated institutions time and money, in addition to sharing knowledge and expertise and collaborating on joint projects to improve student access to educational resources.

LEGEND

- # Registered CAPER-BC users
- # Requests
- # Site visits
- # Presentations to Faculty

Northern Lights College

53 69

Okanagan College

128 200

College of the Rockies

46 112 2 2

Selkirk College

96 173

LOWER MAINLAND

British Columbia Institute of Technology

173 357

Capilano University

60 282 2 1

Douglas College

184 427 1

Emily Carr University of Art & Design

14 0

Justice Institute of British Columbia

48 50

Kwantlen Polytechnic University

81 41

University of the Fraser Valley

216 447 1 1

Vancouver Community College

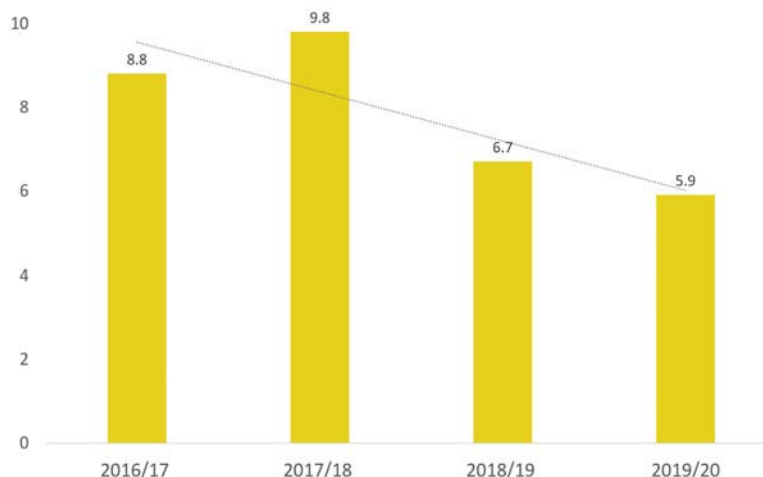
36 44 1

INCREASING EFFICIENCIES

REDUCING PRODUCTION TIME

CAPER-BC continually seeks new ways to improve the efficiency of our work processes, consistently decreasing the time it takes to produce alternate format materials.

Average production time in days, all formats, 2016–2020



Some initiatives CAPER-BC introduced to improve production efficiency in 2019/20 include:

- increased focus on working with publishers to access electronic files and continued membership in the AccessText Network (CAPER-BC received 626 publisher files in 2019/20, including 360 from the ATN);
- purchase of mathematics imaging software EquatIO to improve production of complex STEM resources using MathML;
- development of an online repository for storage, searching, and sharing of CAPER-BC resources.

IMPROVING ACCESS TO CAPER-BC MATERIALS

One-time funding received in 2018/19 enabled CAPER-BC to partner with the British Columbia Electronic Library Network (BC ELN) and the existing Arca Digital Repository to develop an accessible, rights restricted repository. In 2019/20, CAPER-BC staff uploaded thousands of alternate format resources to the repository and enabled its use for Accessibility Services staff and newly registered students at mandated institutions.



57

students received materials through the repository.



4,541

alternate format resources uploaded to the repository.

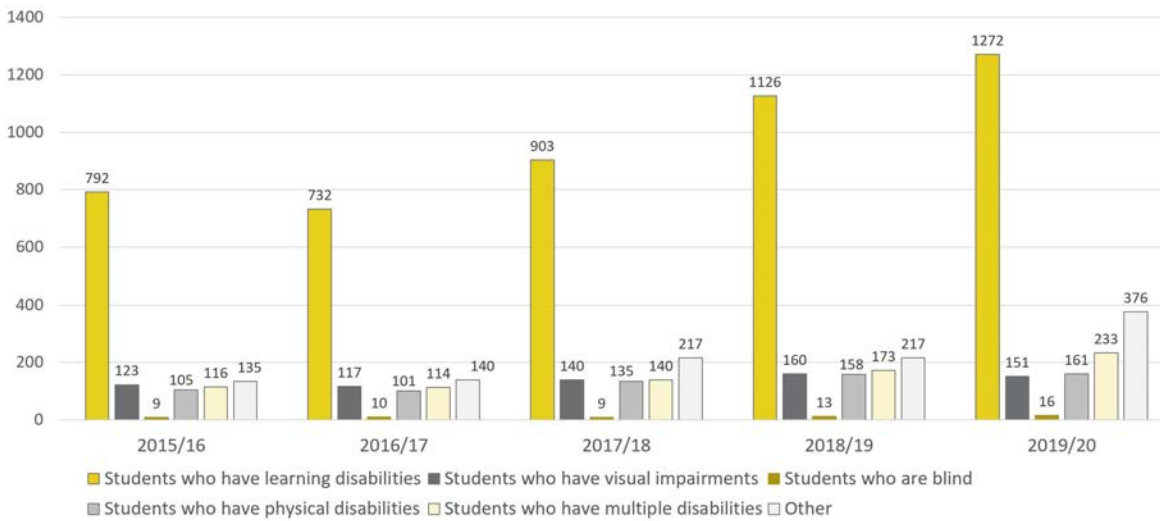
“As a result of CAPER-BC’s assistance, I was able to complete my course readings, enabling me to be successful in my studies. At the beginning of each semester when I requested my materials, they were always provided in a very timely manner! This was greatly appreciated as it ensured I did not fall behind.”

All student quotes used with permission from results of Spring and Fall 2019 surveys of active CAPER-BC users.

FOCUSING RESOURCES TO MEET STUDENT NEEDS

CAPER-BC utilizes student surveys and registration materials to learn more about the types of disabilities our users have and how they work with their alternate format materials. This information guides production workflows to ensure the most appropriate and efficient types of alternate formats are produced to meet user needs.

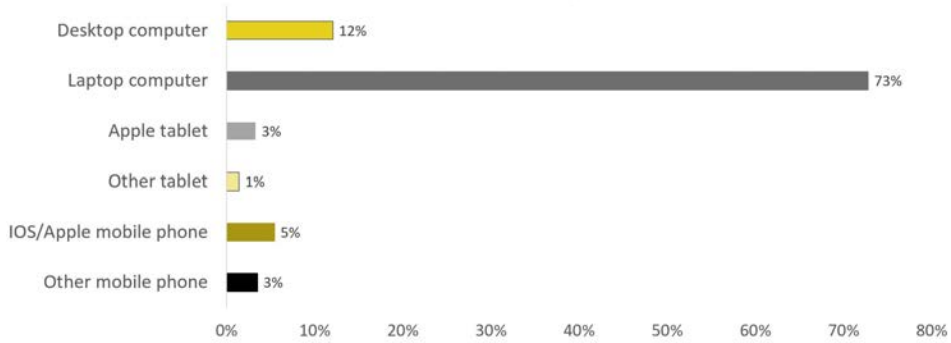
Disability disclosures of registered students, 2015–2020



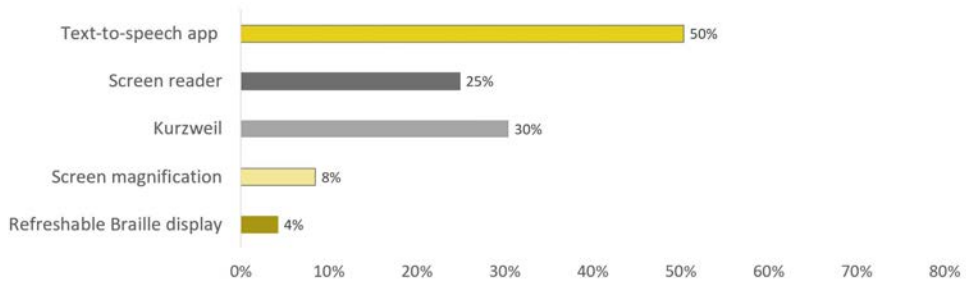
The profile of CAPER-BC users is changing*, with marked increases in the number of users who have learning disabilities or “other” disabilities.

*See Appendix 1, Table 5 for more detailed information

**Type of device used to access CAPER-BC materials,
average from fall 2018 through fall 2019 student surveys**



**Type of assistive technology used to access CAPER-BC materials,
average from fall 2018 through fall 2019 student surveys**



DEVELOPING AND DELIVERING TRAINING TOOLS

Training workshops, site visits, and orientations for new disability service staff introduce people to assistive technology and alternate formats being produced at CAPER-BC.

In 2019/20, Corrie Playford (Accessibility Librarian) developed and delivered workshops on topics including:

- introduction to accessibility;
- how to work with accessibility services;
- creating accessible course materials;
- disability rights in higher education.

These workshops were presented to audiences of faculty and administration at Capilano University, College of the Rockies, the Nicola Valley Institute of Technology, Langara College, and the University of the Fraser Valley.

Corrie Playford also collaborated with Deloris Piper of PCAS to present a session entitled “The Future Is Accessible: Designing Library Resources That Everyone Can Use” at the annual British Columbia Library Association Conference.

CAPER-BC librarians continue to be a resource for colleagues in academic and public libraries on a wide range of aspects of alternate formats and assistive technologies for those with disabilities, including accessible format production and copyright.

DEEPENING PARTNERSHIPS AND ENCOURAGING PROVINCIAL COLLABORATION

- ✓ Strengthened relationship with Ministry and other post-secondary accessible education support services (PCAS and AT-BC) through increased communication, more frequent meetings, and shared projects including conference presentation proposals.
- ✓ Visited Accessibility Services offices and met with staff at Capilano University, College of the Rockies, the Nicola Valley Institute of Technology (Burnaby and Merritt campuses), University of the Fraser Valley, Thomson Rivers University, Selkirk College, Okanagan College, Coast Mountain College, Vancouver Community College, and Douglas College.
- ✓ Collaborated on accessibility focused projects with Camosun College (accessible coursepacks, Blackboard Ally), Capilano University (accessible coursepacks) and Langara College (accessible remote instruction).
- ✓ Corrie Playford represented CAPER-BC on the advisory committees for the Provincial Resource Centre for the Visually Impaired (PRCVI) and PCAS, enhancing CAPER-BC's presence in the broader disability community in BC.
- ✓ Increased participation in the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), attending the annual meeting, participating in quarterly conference calls, and initiating a website renewal project.

Looking forward: As a result of the impacts of COVID-19, CAPER-BC worked with AT-BC and PCAS to establish and host a weekly meeting for all Accessibility Services staff in British Columbia public post-secondary institutions. These meetings provide a space to discuss issues arising from the sudden shift to remote working and learning, and to facilitate work on shared projects to support students, faculty, and staff. In the coming year, many collaborative projects and partnerships are anticipated from this newly formed community of practice.

FINANCIAL REPORT

Table 1: 2019/20 brief financial report

REVENUE 2019/20	BUDGET	ACTUALS	BALANCE
Grant	\$516,000.00	\$516,000.00	\$ -
Miscellaneous Revenue	\$15,000.00	\$5,409.00	\$9,591.00
Total Revenue	\$531,000.00	\$521,409.00	\$9,591.00
EXPENSES	BUDGET	ACTUALS	BALANCE
SALARIES			
Staff	\$521,088.55	\$459,192.17	\$61,896.38
Fringe Benefits	\$ 98,623.68	\$98,065.75	\$557.93
Subtotal Salaries	\$619,712.23	\$557,257.92	\$ 62,454.31
OTHER EXPENSES			
Software & Maintenance	\$15,000.00	\$14,130.91	\$869.09
Supplies	\$2,000.00	\$ 1,687.25	\$312.75
Travel & Conferences	\$12,950.00	\$12,346.60	\$603.40
Communication	\$3,800.00	\$ 2,276.01	\$1,523.99
Fees & Contract Services	\$12,000.00	\$ 1,422.39	\$10,577.61
Contract Administration & Recovery	\$39,300.00	\$39,300.00	-
Subtotal Other Expenses	\$85,050.00	\$71,163.16	\$13,886.84
Total Expenses	\$704,762.23	\$628,267.39	\$76,494.84

APPENDIX 1: ADDITIONAL DATA

Table 2: Requests fulfilled by mandated institution, 2018/19 & 2019/20

INSTITUTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION	REQUESTS	FULFILLED FROM COLLECTION	PERCENT FULFILLED FROM COLLECTION
	2019/20			2018/19		
British Columbia Institute of Technology	357	236	66%	786	563	72%
Camosun College	874	668	76%	1083	794	73%
Capilano University	282	94	33%	208	55	26%
Coast Mountain College	30	20	67%	28	14	50%
College of New Caledonia	53	26	49%	81	66	81%
College of the Rockies	112	41	37%	162	111	69%
Douglas College	427	294	69%	361	168	47%
Emily Carr University of Art + Design	0	0	0%	5	0	0%
Justice Institute of British Columbia	50	36	72%	24	17	71%
Kwantlen Polytechnic University	41	36	88%	185	148	80%
Langara College	327	79	24%	244	57	23%
Nicola Valley Institute of Technology	24	8	33%	10	9	90%
North Island College	222	187	84%	236	130	55%
Northern Lights College	69	55	80%	150	72	48%
Okanagan College	200	123	62%	474	291	61%
Selkirk College	173	127	73%	292	214	73%
Thompson Rivers University	258	124	48%	284	119	42%
University of the Fraser Valley	447	355	79%	579	369	64%
Vancouver Community College	44	25	57%	26	8	31%
Vancouver Island University	161	121	75%	224	202	90%
Total	4,151	2,655	64%	5,442	3,407	63%

Table 3: Average wait time in days to fulfill requests by institution, 2015–2020

INSTITUTION	2019/20	2018/19	2017/18	2016/17	2015/16
British Columbia Institute of Technology	2.11	1.3	4.3	5.4	0.9
Camosun College	1.72	1.1	2.1	3.0	0.4
Capilano University	5.52	2.7	1.7	8.7	3.0
Coast Mountain College	1.82	1	0.7	2.0	0.0
College of New Caledonia	3.93	0.8	2.7	1.2	0.5
College of the Rockies	7.54	1.5	6.7	6.3	6.2
Douglas College	2.34	2.1	2.8	3.5	1.3
Emily Carr University of Art + Design	0	3.5	1.2	1.0	0.6
Justice Institute of British Columbia	4.14	1.8	1.2	0.7	5.6
Kwantlen Polytechnic University	1.45	1.2	3.4	7.4	3.6
Langara College	5.04	5	3.7	5.6	3.2
Nicola Valley Institute of Technology	4.6	3.2	2.8	9.9	0.0
North Island College	1.11	1.8	3.5	4.8	0.5
Northern Lights College	1.04	1.3	6.7	2.7	1.2
Okanagan College	1.45	3.1	2.1	2.5	1.0
Selkirk College	1.46	1.4	1.9	4.5	1.0
Thompson Rivers University	3.7	2.1	3.5	3.2	0.7
University of the Fraser Valley	2.79	2.2	3.6	3.9	3.3
Vancouver Community College	12.27	14.8	6.7	6.7	4.3
Vancouver Island University	2.45	1.4	1.1	1.0	0.6
Overall average number of days	3.3	2.7	3.1	4.2	1.9

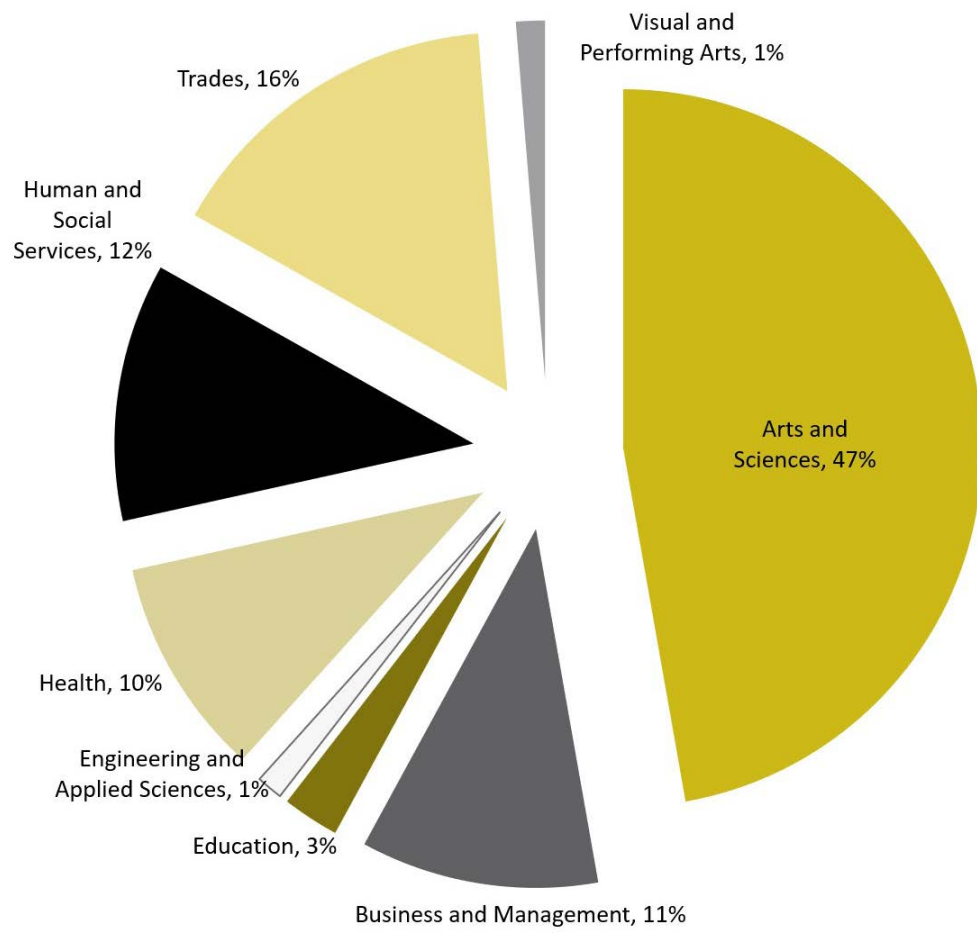
Table 4: Average production time by format in days, 2016–2020

FORMAT	2019/20	2018/19	2017/18	2016/17
E-text	10.6	10.7	10.8	14.8
Kurzweil	1.0	0.0	1.0	2.0
MP3	6.1	6.1	17.8	12.6
PDF	5.9	3.1	5.0	4.8
Large Print	0.0	0.0	14.5	10.0
Average	5.9	6.7	9.8	8.8

Table 5: Disability disclosures of registered students, 2010–2020

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
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	1,186
2014/15	730	128	11	90	85	124	1,168
2015/16	792	123	9	105	116	135	1,280
2016/17	732	117	10	101	114	140	1,214
2017/18	903	140	9	135	140	217	1,544
2018/19	1,126	160	13	158	173	217	1,901
2019/20	1,272	151	16	161	233	376	2,209

Figure 1: Subjects requested by percent, 2019/20



APPENDIX 2: EVENTS AND ACTIVITIES

April 8	Quarterly CAER conference call.	August 12	Meeting with new Articulation representative.
April 25	Site visit to Camosun College.	August 28–29	Site visit to Nicola Valley Institute of Technology (Burnaby and Merritt campuses) to provide faculty workshops on accessibility.
May 6–8	Site visit to College of the Rockies to provide two faculty workshops on accessibility.	September 16	Quarterly CAER conference call.
May 8–10	All CAPER-BC staff attend BC Library Association Conference. Corrie Playford presents a session on Library accessibility with Deloris Piper from PCAS.	October 2–4	Corrie Playford attends the Third Pan-Canadian Conference on UDL at Royal Roads University.
May 10	Site visit to Capilano University to provide a faculty workshop on accessibility.	October 24	Site visit to Coast Mountain College.
June 5–6	Annual CAER meeting, St. John's Newfoundland.	October 24–25	Corrie Playford attends BCcampus 2019 Symposium: Learning Transformation at Coast Mountain College.
June 10	Site visit to Camosun College.	October 28	Corrie Playford attends NEADS EmpowerU workshop on Human Rights and the Disabled.
June 24	Site visit to Nicola Valley Institute of Technology.	November 2	Corrie Playford attends Vancouver community consultation meeting on proposed BC Accessibility Legislation.
June 24	Site visit to University of the Fraser Valley.	November 5	Site visit to University of the Fraser Valley to present to the Teaching and Learning Advisory Council on accessibility issues.
June 25	Site visit to Thomson Rivers University.	November 13	Presentation to Langara College DDDC committee on CAPER-BC and accessible education.
June 26	Site visit to Selkirk College.		
June 26	Site visit to College of the Rockies		
June 28	Site visit to Okanagan College.		

- November 18** Quarterly CAER conference call.
- November 18** Year-end funding meeting with Ministry, AT-BC, CAPER-BC, and PCAS.
- November 20–22** All CAPER-BC staff remotely attend Accessing Higher Ground – Accessible Media, Web, and Technology Conference.
- November 22** Soft launch of CAPER-BC online repository to accessibility services office staff.
- November 25** CAPER-BC annual Advisory Committee meeting.
- November 28** Site visit to Capilano University to discuss improving accessibility of coursepacks.
- December 12** Site visit to Camosun College to discuss Blackboard A11y project and accessible coursepack project.
- January 6** Soft launch of CAPER-BC online repository to newly registered students.
- January 20** Quarterly CAER conference call.
- January 22** Site visit to Douglas College.
- January 23** Presentation to Langara College Nursing Faculty on CAPER-BC and accessible education.
- February 4** Site visit to Vancouver Community College.
- March 9–12** Stephen Blaeser attends CSUN Assistive Technology conference.
- March 23** CAPER-BC moves to remote work for all staff due to COVID-19 pandemic.
- March 27** CAER conference call on remote access and copyright issues arising due to pandemic response.
- March 30** Remote meeting with Langara College Teaching and Curriculum Development Centre to discuss accessibility issues in remote learning.

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