# CAPER-BC

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

**Annual Report** 2021 - 2022

# WHAT OUR USERS SAY*:

*"Thank you for your commitment to providing exceptional service!"*

*"Having dealt with various accessibility organizations over the years, this one was by far the most pleasant to deal with. Everything was easy and straightforward, and the staff were more than willing to help anytime I had a question."*

*"Thank you for the support! It's making a difference for me to get an engineering degree."*

*"Thank you for making returning to school a smooth transition!"*

*"I have been very impressed with your services!! :) Everyone is so kind and helpful too! :) I am very grateful for your support in providing me with my college textbooks in PDF format. Being able to convert my textbooks into an audio version thanks to the PDFs that you send me, has taken me from a C+ GPA student (feeling frustrated and exhausted) to an A+ student who is able to process the course material. Now, as a result, finishing college and getting my degree is achievable! I can't tell you how much this means to me! :) Thank you so much for everything!! :)"*

*All student quotes used with permission from results of Fall 2021 and Spring 2022 surveys of active CAPER-BC users.

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# EXECUTIVE SUMMARY

The 2021/22 year was a time of transition for CAPER-BC, with post-secondary education moving back towards in-person instruction, and our team adapting to working both in the office and remotely. While our workflows changed to accommodate the hybrid working model and the variety of course delivery modes and digital course materials, our requests and number of clients held steady.

One of the responses to remote learning that we maintained through the transition back on to campus was the community of practice in education (COPE) meetings, hosted by CAPER-BC, and other accessibility support services, ACE-BC and AT-BC. These meetings began during the early months of the pandemic as a forum to share experiences and support one another during the abrupt move to remote learning in March 2020 but in 2021/22 evolved to reflect the changing landscape of supporting post-secondary students with disabilities during the pandemic and through the transition to in-person learning. Over the last year, these meetings included many topics centred around how to balance some classes moving back onto campus, while others were still being delivered remotely. The shift back into the classroom also sparked conversations about how to retain the positive elements of remote learning that became clear after all classes were moved online.

The Ministry of Advanced Education and Skills Training provided additional one-time funding to CAPER-BC for the 2021/22 year, which made it possible for us to expand our usual activities to include projects designed to be proactive in response to the Accessible BC Act that passed in June 2021. The Act will guide how public institutions meet the needs of people with disabilities and will eventually include accessibility standards in eight different areas, including education, and information and communication. This year we used the additional funding to hire the National Network for Equitable Library Service to conduct an accessibility audit of our website and digital repository, and a consultant to assist us in the development of accessibility training materials for post-secondary employees. These projects will ensure that our online service points are as accessible as possible and contribute to faculty awareness of the need for creating born accessible course materials.

While it remains to be seen exactly how accessibility in post-secondary education will change with the release of the standards for the Accessible BC Act, CAPER-BC will embrace these changes by focusing on excellent customer service, a dedicated model of shared provincial support, a commitment to professional development to keep up with new technologies and services, and advocacy to enhance the understanding and practice of accessible education in British Columbia.

# YEAR AT A GLANCE

**CAPER-BC**

**2020/21 was a year of communities coming together at a distance. World events changed the way everyone works and learns, and CAPER-BC quickly adjusted to the remote education landscape in order to seamlessly provide services and focus on new ways to strengthen our community collaborations.**

Number of clients served

**2,315**

Increase in clients since 2012/13

**+135%**

Number of requests for alternative format materials

**3,189**

Average yearly increase in requests since 2011/12

**+20%**

Funding increase since 2009

**0%**

Average request turnaround time

**4.3 days**

**74**
Meetings with partner institutions

**5**
Presentations & workshops for faculty & administration at partner institutions and other stakeholders

Requests fulfilled from existing CAPER-BC collection or partner collections

**76%**

Requests fulfilled through new CAPER-BC productions
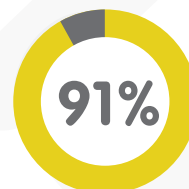
**24%**

Formats produced

**383**
PDF

**6**
MP3

**123**
e-Text

**8**
Large print

**91%**

Students who responded to the spring 2022 student survey that they are "Very happy" or "Happy" with CAPER-BC services

# 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.

## 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**

"You are running a very important service, by helping to level the playing field for those with a learning disability. Your service gives me confidence that I will be successful in school this time around. Thank you."

# SERVICE GOALS

**CAPER funding is intended to provide equitable access to resources for students with print impairments attending British Columbia's public post-secondary institutions.**
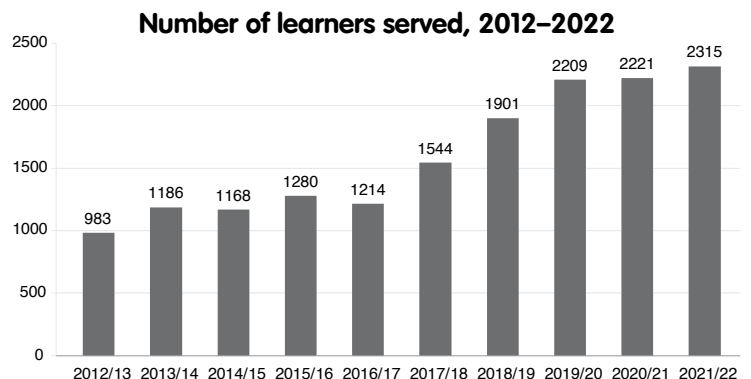
CAPER-BC priorities for 2021/22 services are outlined in the BC Ministry of Advanced Education, Skills and Training (AVED) funding letter of January 5, 2021, as follows:

- Continue to **improve responsiveness** to, **and communication** with students, Accessibility Coordinators, librarians and other stakeholders regarding requests for accessible resource material;

- **Increase 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;

- Maintain, develop and **strengthen partnerships** with other agencies, services and consortia through the creation and sharing of resource materials;

- **Increase 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;

- **Develop and deliver training tools** and workshops to inform Accessibility Coordinators, librarians and related personnel and students about alternate formats, CAPER services and accessible on-line learning;

- Continue to **coordinate and support** the activities of the **Accessibility Community of Practice in Education**, and;

- **Encourage collaborative mechanisms** with other provincial groups such as BCcampus and the British Columbia Electronic Library Network.

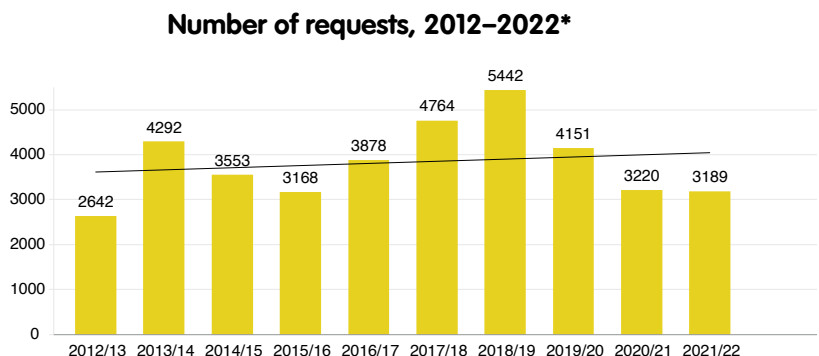# INCREASING LEARNER ACCESS TO ALTERNATE FORMATS

## CAPER-BC CONTINUES TO GROW

CAPER-BC had **2,315 active users** in 2021/22, a 135% increase over the past decade.

**Number of learners served, 2012–2022**

| Year | Number |
| --- | --- |
| 2012/13 | 983 |
| 2013/14 | 1186 |
| 2014/15 | 1168 |
| 2015/16 | 1280 |
| 2016/17 | 1214 |
| 2017/18 | 1544 |
| 2018/19 | 1901 |
| 2019/20 | 2209 |
| 2020/21 | 2221 |
| 2021/22 | 2315 |

## LOANING ALTERNATE FORMATS

**3,189 requests** were made to CAPER-BC from post-secondary institutions around the province. The number of requests was nearly the same as last year and over the past decade has seen a slight increase in the average year over year.

*The decrease in 2019/20 request numbers is partially due to a change in the method of tallying requests in that year.

**Number of requests, 2012–2022***

| Year | Number |
| --- | --- |
| 2012/13 | 2642 |
| 2013/14 | 4292 |
| 2014/15 | 3553 |
| 2015/16 | 3168 |
| 2016/17 | 3878 |
| 2017/18 | 4764 |
| 2018/19 | 5442 |
| 2019/20 | 4151 |
| 2020/21 | 3220 |
| 2021/22 | 3189 |

The global pandemic continued during the 2021/22 school year, and despite the return to in-person learning at many institutions, there were numerous factors potentially contributing to the lower number of requests for alternate format materials than CAPER-BC had pre-pandemic:

- lower enrolment numbers,
- students taking time off or taking fewer classes,
- instructors assigning less reading materials or making more use of electronic format materials, students may not have been as aware of supports available to them due to remote learning
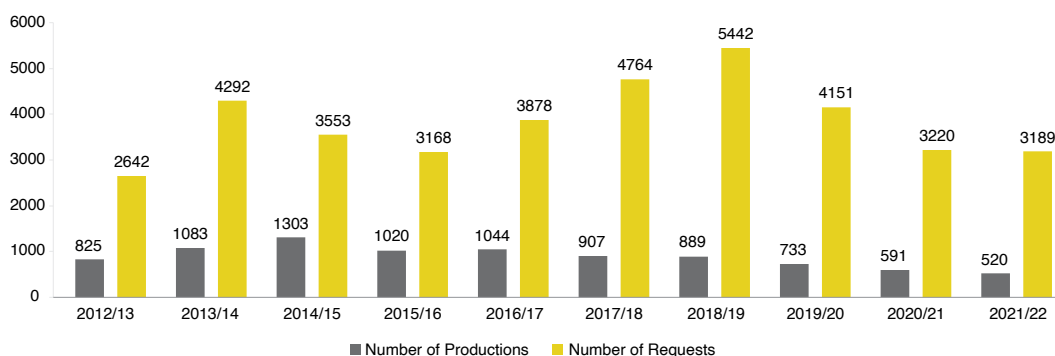
# 25,315 days were saved by filling requests with items in the centralized CAPER-BC collection*

*2,344 requests that did not need to be produced, multiplied by an average production time of 10.8 days.

## PRODUCTION OF ALTERNATE FORMATS

Of the 3,189 requests we received in 2021/22, 76% were filled from the CAPER-BC collection, demonstrating the impact of our centralized shared-service model.

**Productions vs. requests 2012–2022**



Legend: ■ Number of Productions ■ Number of Requests

| Year | Number of Productions | Number of Requests |
|------|------|------|
| 2012/13 | 825 | 2642 |
| 2013/14 | 1083 | 4292 |
| 2014/15 | 1303 | 3553 |
| 2015/16 | 1020 | 3168 |
| 2016/17 | 1044 | 3878 |
| 2017/18 | 907 | 4764 |
| 2018/19 | 889 | 5442 |
| 2019/20 | 733 | 4151 |
| 2020/21 | 591 | 3220 |
| 2021/22 | 520 | 3189 |

## BORROWING ALTERNATE FORMATS

Due to reciprocal borrowing agreements with other Canadian alternate format providers, CAPER-BC was able to borrow 58 of the resources requested this year. We loaned 4 resources out to our partners, and produced 22 requests for non-mandated users, as part of our fee-based service.

## IN-DEMAND RESOURCE FORMATS

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

**Types of alternate formats produced, 2020–2021**



- 1.54% Large Print
- 23.65% E-text
- 73.65% PDF
- 1.15% MP3 (Digital Audio)
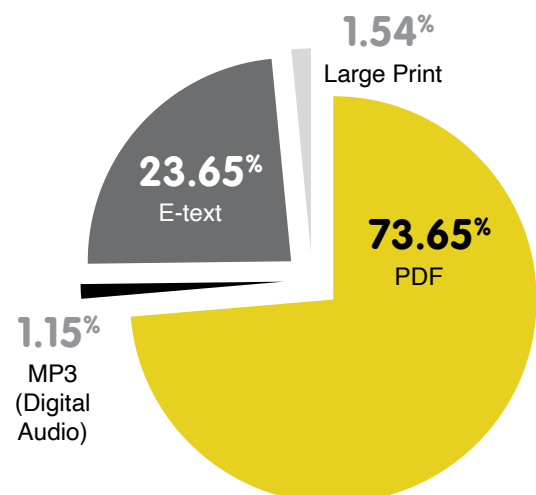
*"I wanted a college degree since the 1980s If I had your services back then my entire work life would have been better."*

# IMPROVING RESPONSIVENESS AND COMMUNICATION

## RESPONSIVENESS:

Turnaround times for CAPER-BC requests improved slightly this year to an average of 4.3 days and remain within our internal standard of five days. We received an additional grant this year and were able to employ on-call library assistants to help with production. As with previous years, the improvements in turnaround times correlate to years in which CAPER-BC received one time funding.

**Average request turnaround time in days (all schools, all formats), 2012–2022**
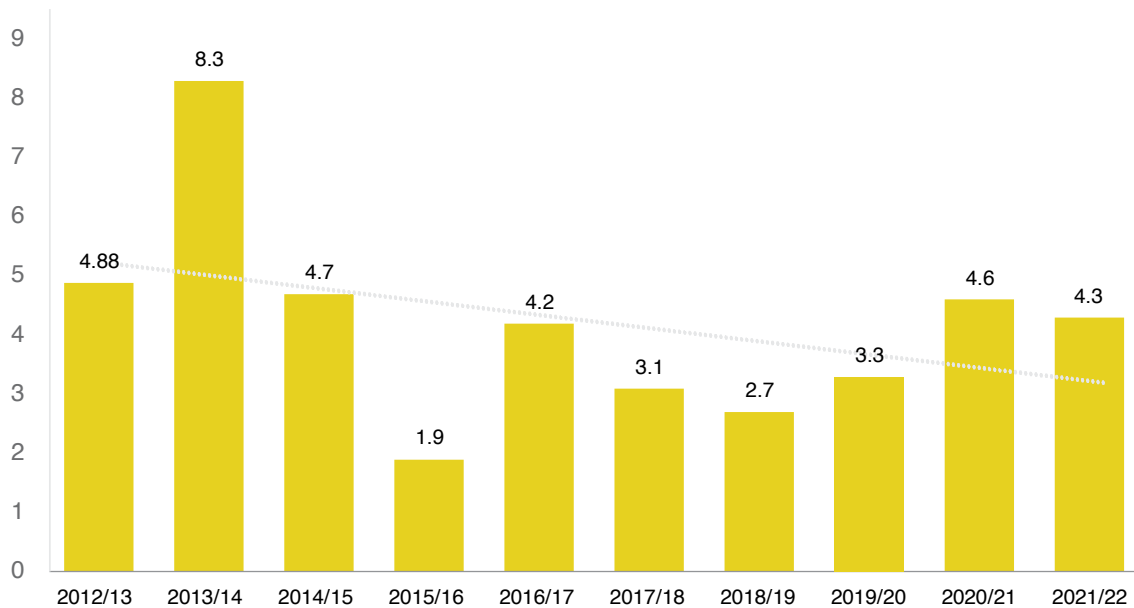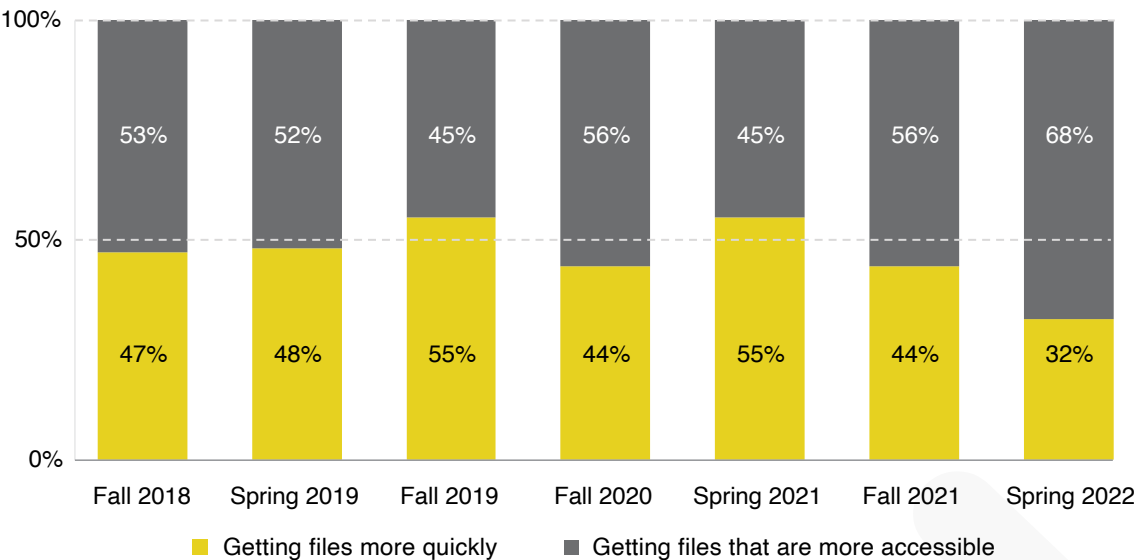


* Includes requests filled by production, inventory and interlibray loan.

2021/21 average request fulfillment: **4.3 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. Based on survey responses, student preference in the spring 2022 semester tended towards getting files that are more accessible over receiving them quickly, whereas in the past 6 semesters it has typically been evenly split between the two.

**Student preference: accessibility of materials vs. speed of response, fall 2018 through spring 2022 student surveys**

| Semester | Getting files more quickly | Getting files that are more accessible |
| --- | --- | --- |
| Fall 2018 | 47% | 53% |
| Spring 2019 | 48% | 52% |
| Fall 2019 | 55% | 45% |
| Fall 2020 | 44% | 56% |
| Spring 2021 | 55% | 45% |
| Fall 2021 | 44% | 56% |
| Spring 2022 | 32% | 68% |

■ Getting files more quickly   ■ Getting files that are more accessible

*"The service was fast and books that were not already in the system I was able to send a hard copy in free of charge through the college to have the book scanned."*

## COMMUNICATION

CAPER-BC communicates with stakeholders in multiple ways:

- surveys of all active students conducted every fall and winter 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.

# 91%

of students are "very happy" or "happy" with CAPER-BC services (based on student responses to spring 2022 survey)

**Student satisfaction with CAPER-BC services, spring 2022 student survey**

| 76% Very Happy | 15% Happy | 3% Neutral | |
|---|---|---|---|
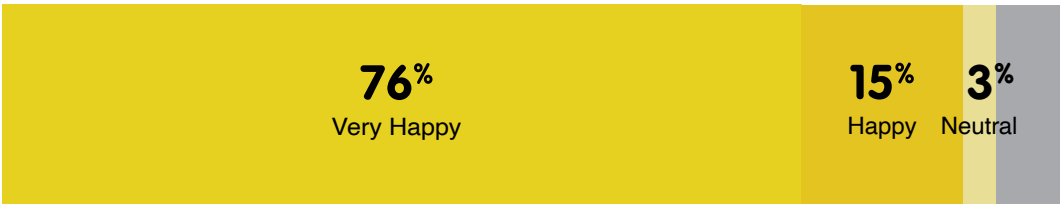
**\*Results of 24 respondents as of May 6, 2022 (based on experiences January to March 2022)**

"My requests have always been responded to very quickly even when CAPER-BC did not have the alternative text readily available"

**Year-over-year comparison of student satisfaction with CAPER-BC services, spring 2018 through spring 2022 student surveys**



Legend: Very happy, Happy, Neutral, Unhappy, Very unhappy

| Survey | Very happy | Happy | Neutral |
|---|---|---|---|
| Spring 2018 | 67% | 21% | 8% |
| Fall 2018 | 42% | 42% | 11% |
| Spring 2019 | 61% | 28% | 8% |
| Fall 2019 | 52% | 30% | 13% |
| Spring 2020 | 41% | 48% | 11% |
| Fall 2020 | 53% | 28% | 18% |
| Spring 2021 | 66% | 26% | 8% |
| Fall 2021 | 58% | 33% | 5% |
| Spring 2022 | 76% | 15% | 3% |
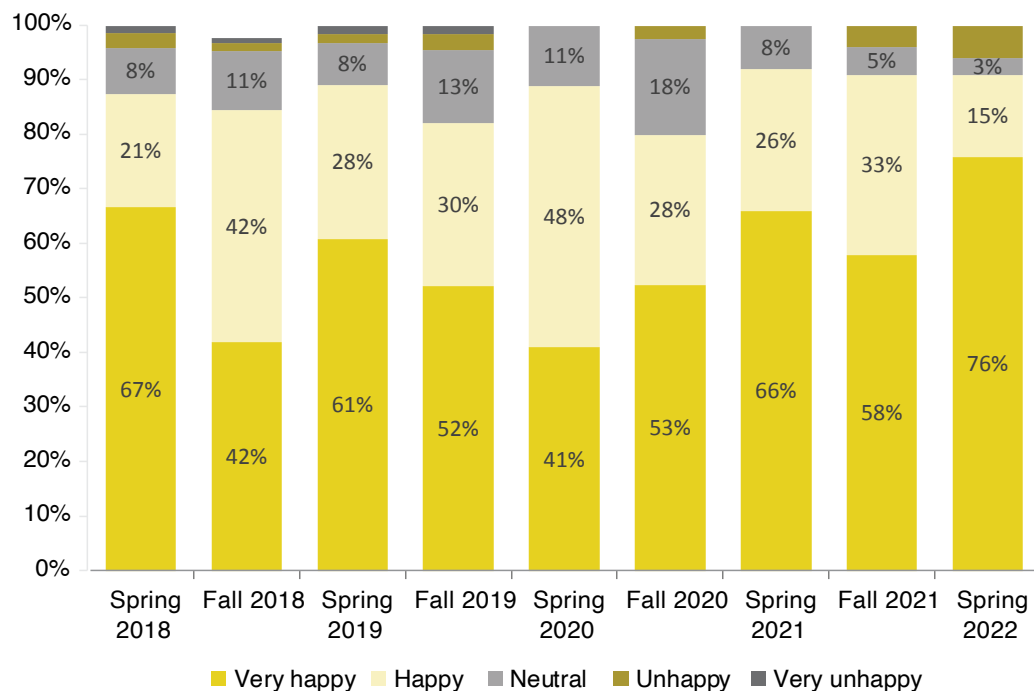
## CAPER-BC ADVISORY COMMITTEE

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 November 25, 2021. Highlights of this meeting included an update from Ministry representative Miles Stratholt, updates from CAPER-BC about ongoing project work, and a successful collaboration with the Provincial Health Services Authority to improve the accessibility of their internal training materials. All advisory committee members gave an update on their activities in the past year.

# 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 of All Formats 2016–2022**

| Year | Days |
|------|------|
| 2017/18 | 9.8 |
| 2018/19 | 6.7 |
| 2019/20 | 5.9 |
| 2020/21 | 9.2 |
| 2021/22 | 10.8 |
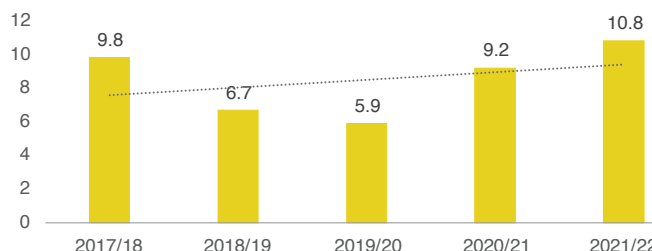
In 2021/22, average production time increased again. This may reflect several factors, including:

- increased complexity of productions, including e-text production of STEM materials and MathML productions;
- slightly higher number of students requiring e-text productions;
- higher number of "consumables" to be produced, including instructor generated materials and publisher supplemental materials; and
- increased remediation of PDF files to improve their accessibility.
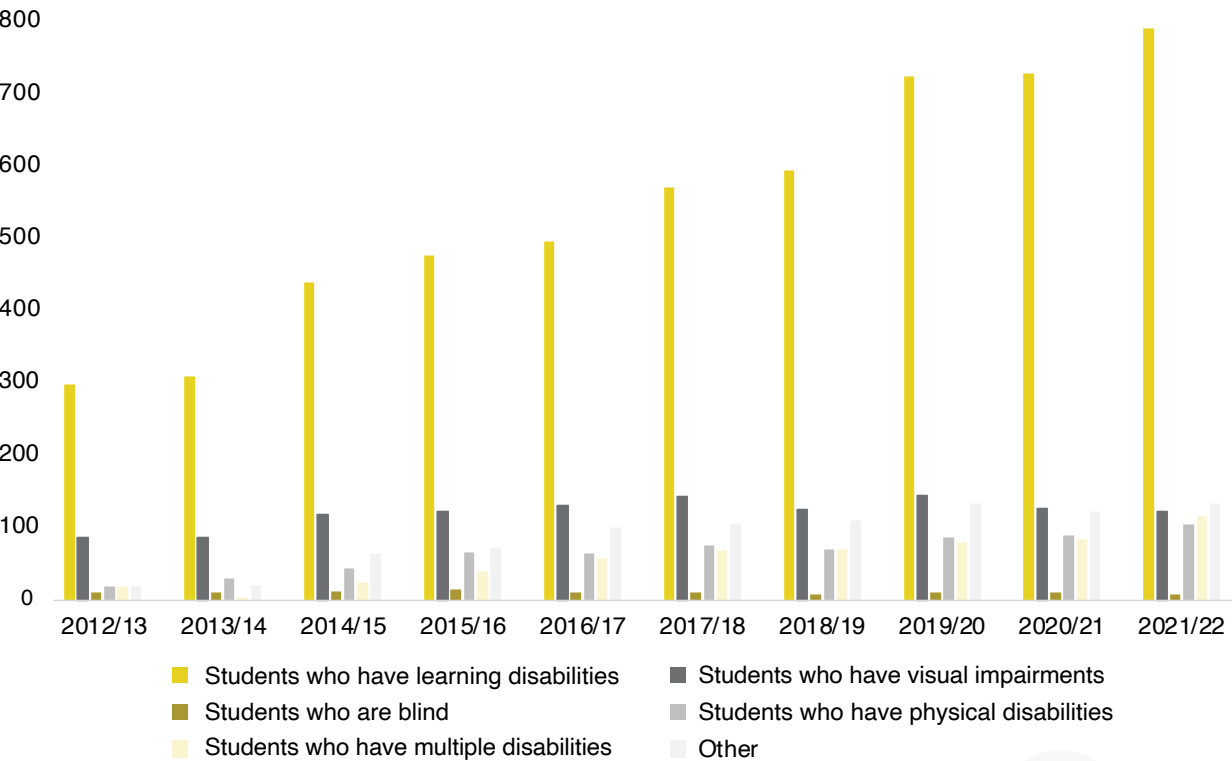- Fewer requests produced using publisher files.

CAPER-BC continues to investigate areas to improve production efficiency, including:

- increased focus on working with publishers to access electronic files and continued membership in the AccessText Network (CAPER-BC received 561 publisher files in 2021/22, including 230 from the ATN);
- educating faculty and instructors at mandated institutions on creating born accessible class materials;
- working with partners in Accessibility Services to advocate for the use of existing accessible materials, including materials available via the institution's academic library; and
- ongoing development of the online repository for storage, searching, and sharing of CAPER-BC resources.

# 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.
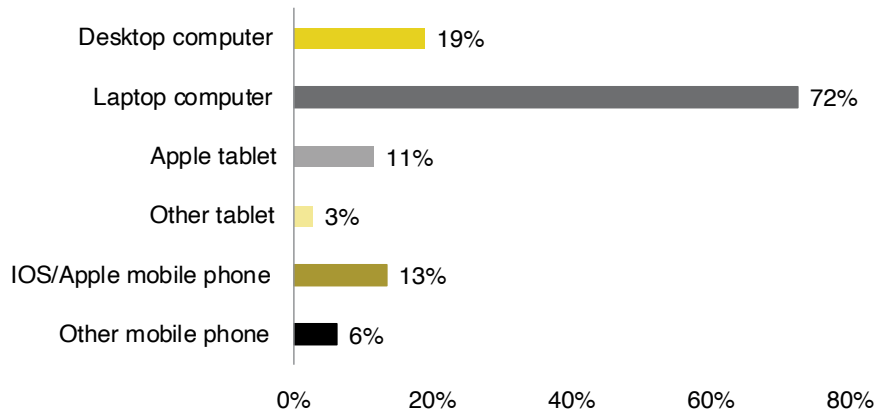
**Disability disclosures of registered students, 2012–2022**



Legend:
- Students who have learning disabilities
- Students who are blind
- Students who have multiple disabilities
- Students who have visual impairments
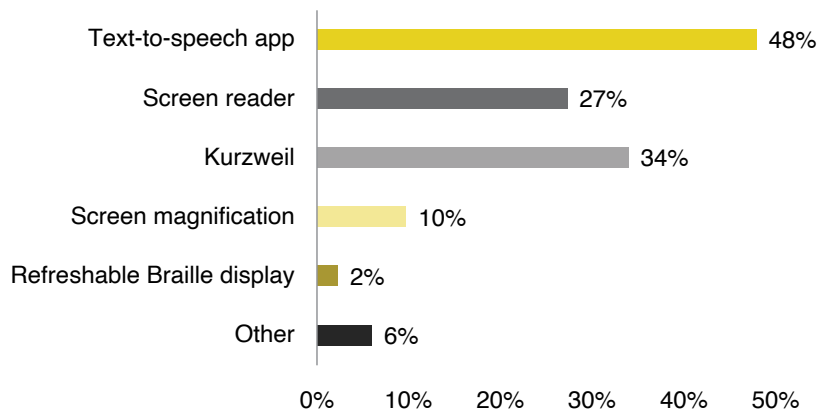- Students who have physical disabilities
- Other

The profile of CAPER-BC users is changing*, with numbers of blind and visually impaired users, and users who have physical disabilities staying relatively stable over the past decade. Over this time, CAPER-BC has seen large increases in registered users, with the most 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 spring 2021 student surveys**

| Device | Percentage |
|--------|-----------|
| Desktop computer | 19% |
| Laptop computer | 72% |
| Apple tablet | 11% |
| Other tablet | 3% |
| IOS/Apple mobile phone | 13% |
| Other mobile phone | 6% |

**Type of assistive technology used to access CAPER-BC materials, average from fall 2018 through spring 2021 student surveys**

| Assistive technology | Percentage |
|----------------------|-----------|
| Text-to-speech app | 48% |
| Screen reader | 27% |
| Kurzweil | 34% |
| Screen magnification | 10% |
| Refreshable Braille display | 2% |
| Other | 6% |

"I can honestly say I wouldn't have achieved my degrees without your help, thank you so much!"

# DEEPENING PARTNERSHIPS AND ENCOURAGING PROVINCIAL COLLABORATION

With the COVID-19 pandemic continuing to affect course delivery modes across the province in 2021/22, and extreme weather events making travel more difficult, connecting remotely remained an important way to collaborate with our accessibility partners.

To coincide with the International Day for People with Disabilities, CAPER-BC, AT-BC, and ACE-BC collaborated with Student Aid BC and the BC Disability Services Articulation Group to host a webinar series to highlight the successes of the shared services provided to post-secondary students with disabilities in BC.

CAPER-BC collaborated with the Provincial Health Services Authority and Vancouver Coastal Health to produce accessible training modules for a student undertaking a practicum in a health care setting. These modules will also benefit employees with print disabilities working for those health authorities in the future.

CAPER-BC held a virtual information session for the Provincial Resource Centre for the Visually Impaired (PRCVI) on CAPER-BC services and accessibility support in the post-secondary environment for visually impaired students transitioning from K-12 into post-secondary and teachers of the visually impaired.

Jennifer Weldon represented CAPER-BC on the Centre for Equitable Library Access (CELA) Educator Advisory Group, the Langara College UDL working group, and advisory committees for the Provincial Resource Centre for the Visually Impaired (PRCVI) and ACE-BC; enhancing CAPER-BC's presence in the broader disability community in BC.

# SUPPORT THE ACTIVITIES OF THE COMMUNITY OF PRACTICE IN EDUCATION

The community of practice in education (COPE) meetings continued biweekly during 2021/22. Some highlights from the sessions include:

- Guest speaker Anne Villahermosa, Accessible Media Co-ordinator at George Brown College, presented to the COPE group about the nely drafted Accessible Media Policy.
- Michelle Anderlini (ITA) and Bruce Mesman (AT-BC) presented on their Reading Support Program.
- Sam Turcott, Executive Lead from the Accessibility Directorate, Ministry of Social Development and Poverty Reduction provided an update on the Accessible BC Act.

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.

# ADDITIONAL FUNDING

The Ministry of Advanced Education and Skills Training granted CAPER-BC one-time additional funding for the 2021/22 year. The funds were put towards CAPER-BC's mandated activities, including conference fees for the University of Guelph's Virtual Accessibility Conference, the Accessing Higher Ground conference (virtual), and the BC Library Association annual conference, as well as allowing CAPER-BC to offer full-time hours to an on-call library assistant from September to March to help with production during the busiest semesters.

The additional funding made it possible for CAPER-BC to undertake two projects during 2021/22.

### ACCESSIBILITY AUDIT OF CAPER-BC WEBSITE AND DIGITAL REPOSITORY

CAPER-BC contracted with the National Network for Equitable Library Service (NNELS) to evaluate the CAPER-BC website and digital repository for accessibility. NNELS hires accessibility testers with a range of disabilities who use a variety of assistive technology. The CAPER-BC digital repository is part of the ARCA service provided by the BC Electronic Library Network (BC-ELN), but is only available to registered users to comply with copyright requirements, so two publicly available repositories were also included in the audit to ensure that the repository software could be fully evaluated. The audit was completed in March 2022 and the results will be shared with BC-ELN, and the institutions responsible for the two public repositories.

### DEVELOPMENT OF ACCESSIBILITY TRAINING TOOLS FOR FACULTY

With the Accessible BC Act passing in the BC Legislature, and the inclusion of an education standard, CAPER-BC is doing preliminary work in developing a suite of accessibility training materials for faculty of post-secondary institutions. Other jurisdictions with accessibility legislation have typically required that all staff at post-secondary institutions receive some degree of accessibility training, so CAPER-BC is investigating the potential for a centralized repository of training material available to all institutions. CAPER-BC hired a consultant to do an environmental scan of the benefits of accessibility training for faculty, the requirements for accessibility training in jurisdictions with accessibility legislation, and effective accessibility training content. The project is ongoing thanks to additional funding received from the Ministry of Advanced Education and Skills Training for the 2022/23 year, and the next phase includes surveying accessibility services offices and teaching and learning departments at post-secondary institutions.

# FINANCIAL REPORT 2021 /2022

| REVENUE 2021/22 | BUDGET | ACTUALS | BALANCE |
|---|---|---|---|
| Grant | $516,000.00 | $516,000.00 | $ - |
| Grants (One time funding) * | $75,000.00 | $75,000.00 | $ - |
| Miscellaneous Revenue | $7,500.00 | $1,012.50 | $6,487.50 |
| **Total Revenue** | **$598,500.00** | **$592,012.50** | **$6,487.50** |

| EXPENSES | BUDGET | ACTUALS | BALANCE |
|---|---|---|---|
| **SALARIES** | | | |
| Staff | $495,066.41 | $477,871.61 | $17,194.80 |
| Fringe Benefits | $108,914.62 | $109,752.74 | $(838.12) |
| Subtotal Salaries | $603,981.03 | $587,624.35 | $16,356.68 |
| **OTHER EXPENSES** | | | |
| Software & Maintenance | $17,500.00 | $12,276.58 | $5,223.42 |
| Fees & Contract Services | $49,269.07 | $10,233.62 | $39,035.45 |
| Travel & Conferences | $18,881.00 | $4,512.23 | $14,368.77 |
| Communication | $6,000.00 | $ 1,860.31 | $4,139.69 |
| Supplies | $6,600.00 | $259.57 | $6,340.43 |
| Contract Administration & Recovery | $39,300.00 | $39,300.00 | $- |
| **Subtotal Other Expenses** | **$137,550.07** | **$68,442.31** | **$69,107.76** |
| **Total Expenses** | **$741,531.10** | **$656,066.66** | **$85,464.44** |

# APPENDIX 1: ADDITIONAL DATA

**Table 2: Requests fulfilled by mandated institution, 2020/21 & 2021/22**

| INSTITUTION | REQUESTS | FULFILLED FROM COLLECTION | PERCENT FULFILLED FROM COLLECTION | REQUESTS | FULFILLED FROM COLLECTION | PERCENT FULFILLED FROM COLLECTION |
|---|---|---|---|---|---|---|
| | | 2021/22 | | | 2020/21 | |
| British Columbia Institute of Technology | 268 | 167 | 62% | 260 | 174 | 67% |
| Camosun College | 688 | 583 | 85% | 645 | 566 | 88% |
| Capilano University | 215 | 101 | 47% | 231 | 134 | 58% |
| Coast Mountain College | 43 | 27 | 63% | 8 | 6 | 75% |
| College of New Caledonia | 25 | 23 | 92% | 14 | 9 | 64% |
| College of the Rockies | 90 | 58 | 64% | 72 | 65 | 90% |
| Douglas College | 264 | 213 | 81% | 298 | 214 | 72% |
| Emily Carr University of Art + Design | 21 | 0 | 0% | 0 | 0 | 0% |
| Justice Institute of British Columbia | 12 | 5 | 42% | 38 | 23 | 61% |
| Kwantlen Polytechnic University | 52 | 47 | 90% | 30 | 24 | 80% |
| Langara College | 163 | 90 | 55% | 179 | 83 | 46% |
| Nicola Valley Institute of Technology | 97 | 79 | 81% | 35 | 26 | 74% |
| North Island College | 131 | 107 | 82% | 146 | 141 | 97% |
| Northern Lights College | 34 | 33 | 97% | 60 | 48 | 80% |
| Okanagan College | 146 | 107 | 73% | 145 | 112 | 77% |
| Selkirk College | 64 | 56 | 88% | 104 | 82 | 79% |
| Thompson Rivers University | 214 | 173 | 81% | 262 | 203 | 77% |
| University of the Fraser Valley | 354 | 306 | 86% | 261 | 218 | 84% |
| Vancouver Community College | 43 | 30 | 70% | 67 | 48 | 72% |
| Vancouver Island University | 177 | 139 | 79% | 223 | 164 | 74% |
| **Total** | **3,101** | **2,344** | **76%** | **3,078** | **2,340** | **76%** |

**Table 3: Average wait time in days to fulfill requests by institution, 2017–2022**

| INSTITUTION | 2021/22 | 2020/21 | 2019/20 | 2018/19 | 2017/18 |
|---|---|---|---|---|---|
| British Columbia Institute of Technology | 2.72 | 3.99 | 2.11 | 1.3 | 4.3 |
| Camosun College | 1.08 | 0.93 | 1.72 | 1.1 | 2.1 |
| Capilano University | 4.17 | 4.58 | 5.52 | 2.7 | 1.7 |
| Coast Mountain College (Formally Northwest) | 4.85 | 1.91 | 1.82 | 1 | 0.7 |
| College of New Caledonia | 2.45 | 1.27 | 3.93 | 0.8 | 2.7 |
| College of the Rockies | 3.35 | 2.48 | 7.54 | 1.5 | 6.7 |
| Douglas College | 4.83 | 4.98 | 2.34 | 2.1 | 2.8 |
| Emily Carr University of Art + Design | 5.18 | 0 | 0 | 3.5 | 1.2 |
| Justice Institute of British Columbia | 13.83 | 4.41 | 4.14 | 1.8 | 1.2 |
| Kwantlen Polytechnic University | 1.8 | 13.98 | 1.45 | 1.2 | 3.4 |
| Langara College | 5.05 | 7.91 | 5.04 | 5 | 3.7 |
| Nicola Valley Institute of Technology | 7.42 | 3.6 | 4.6 | 3.2 | 2.8 |
| North Island College | 2.51 | 4.34 | 1.11 | 1.8 | 3.5 |
| Northern Lights College | 3.25 | 5.92 | 1.04 | 1.3 | 6.7 |
| Okanagan College | 2.17 | 3.86 | 1.45 | 3.1 | 2.1 |
| Selkirk College | 1.55 | 1.2 | 1.46 | 1.4 | 1.9 |
| Thompson Rivers University | 5.56 | 4.4 | 3.7 | 2.1 | 3.5 |
| University of the Fraser Valley | 5.88 | 5.02 | 2.79 | 2.2 | 3.6 |
| Vancouver Community College | 6.13 | 12.11 | 12.27 | 14.8 | 6.7 |
| Vancouver Island University | 1.92 | 5.84 | 2.45 | 1.4 | 1.1 |
| **Overall average number of days** | **4.3** | **4.6** | **3.3** | **2.7** | **3.1** |

*Includes requests filled by production, CAPER-BC library collection, publisher file remediation, and interlibrary loan/partner collections.

**Table 4: Average production time by format in days, 2017–2022**

| FORMAT | 2021/22 | 2020/21 | 2019/20 | 2018/19 | 2017/18 |
|---|---|---|---|---|---|
| E-text | 15.7 | 17.1 | 10.6 | 10.7 | 10.8 |
| Kurzweil | | | 1.0 | | 1.0 |
| MP3 | 10.0 | 7.0 | 6.1 | 6.1 | 17.8 |
| PDF | 4.8 | 3.4 | 5.9 | 3.1 | 5.0 |
| Large Print | 12.5 | | | | 14.5 |
| **Average** | **10.8** | **9.2** | **5.9** | **6.7** | **9.8** |

**Table 5: Disability disclosures of registered students, 2012–2022**

| 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 |
|---|---|---|---|---|---|---|---|
| 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 | 1126 | 160 | 13 | 158 | 173 | 217 | **1,901** |
| 2019/20 | 1272 | 151 | 16 | 161 | 233 | 376 | **2,209** |
| 2020/21 | 1235 | 117 | 19 | 144 | 247 | 459 | **2,221** |
| 2021/22 | 1216 | 107 | 22 | 136 | 274 | 560 | **2,315** |
| 2020/21 | 1,235 | 117 | 19 | 144 | 247 | 459 | **2,221** |
| 2021/22 | 1216 | 107 | 22 | 136 | 274 | 560 | **2,315** |

**Figure 1: Subjects requested (by percent of total requests), 2020/21**
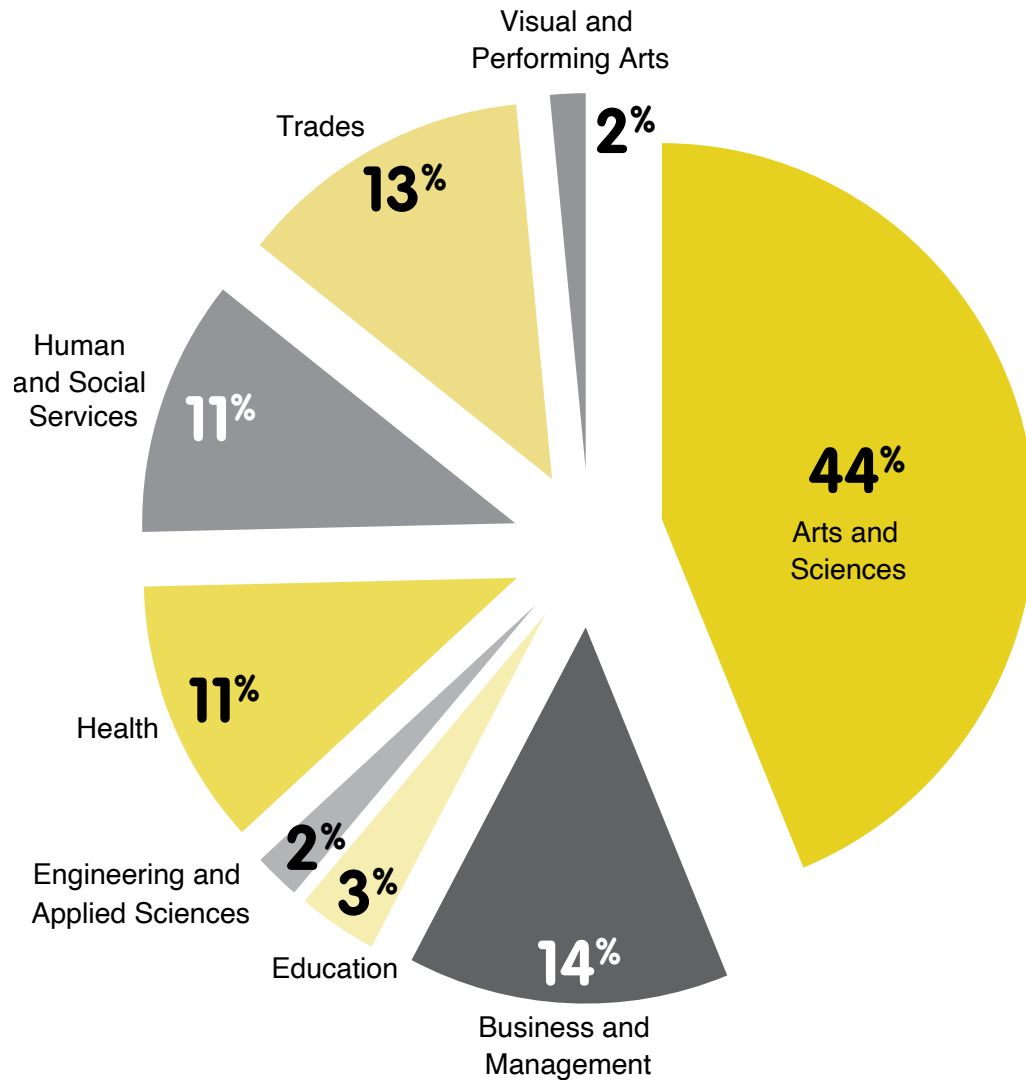


- Visual and Performing Arts — 2%
- Trades — 13%
- Human and Social Services — 11%
- Health — 11%
- Engineering and Applied Sciences — 2%
- Education — 3%
- Business and Management — 14%
- Arts and Sciences — 44%

**Figure 2: Number of Trades students, 2012-2022**



| Year | Number |
|------|--------|
| 2012/13 | 89 |
| 2013/14 | 106 |
| 2014/15 | 97 |
| 2015/16 | 93 |
| 2016/17 | 196 |
| 2017/18 | 238 |
| 2018/19 | 297 |
| 2019/20 | 268 |
| 2020/21 | 212 |
| 2021/22 | 194 |
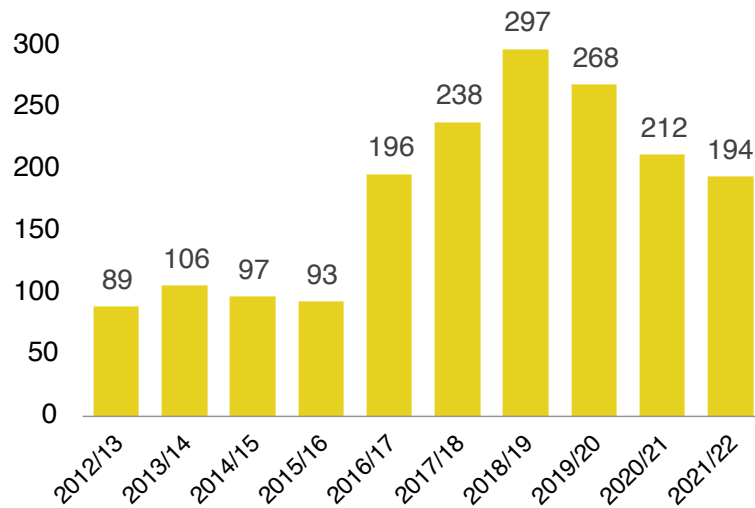
**Figure 3: Number of Trades requests, 2012-2022**



| Year | Number |
|------|--------|
| 2012/13 | 1057 |
| 2013/14 | 2489 |
| 2014/15 | 1841 |
| 2015/16 | 1378 |
| 2016/17 | 1973 |
| 2017/18 | 2359 |
| 2018/19 | 2507 |
| 2019/20 | 657 |
| 2020/21 | 268 |
| 2021/22 | 408 |
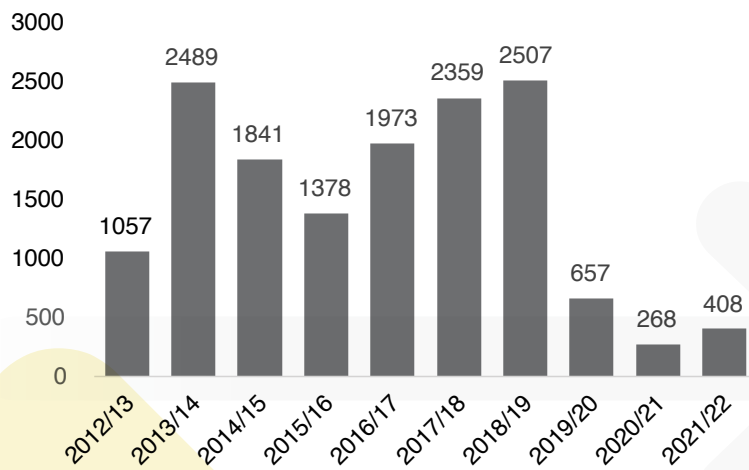
# APPENDIX 2: EVENTS AND ACTIVITIES

| | |
|---|---|
| **April 12** | CAER annual meeting (virtual) representative |
| **April 20** | Meeting with Provincial Health Services Authority (PHSA) |
| **April 23** | Meeting with PRCVI staff to discuss Indigenization cataloguing projects in post-secondary libraries |
| **April 27–29** | Cascadia Open Education Summit |
| **May 3–7** | BC Library Association Conference |
| **May 5** | Workshop on course material remediation with Douglas College Accessibility Services staff |
| **May 6** | Introduction meeting with Langara College Accessibility Services staff |
| **May 13** | AT-BC demonstrates different text-to-speech technologies to the COPE group |
| **May 20** | Articulation partners meeting |
| **May 25–27** | University of Guelph Virtual Accessibility conference |
| **May 27** | Guest speaker Anne Villahermosa, Accessible Media Co-ordinator at George Brown College, presented to the COPE group about the Accessible Media Policy they had recently developed. |
| **June 1** | CELA Educator Advisory Committee Meeting |
| **June 2–3** | CAER Annual General Meeting |
| **June 8** | PRCVI transition meeting with TSVIs and students |
| **September 24** | Presentation on web accessibility to LIBR 2411 class at Langara |

| | |
|---|---|
| **September 27** | CAER quarterly conference call |
| **November 9** | Meeting with Vancouver Community College Disability Services staff |
| **November 25** | CAPER advisory committee meeting |
| **November 29** | CAER quarterly conference call |
| **December 1–2 and 7–9** | Accessibility Support Framework Webinar Series |
| **December 2** | Presentation to the COPE group by Michelle Anderlini from ITA and Bruce Mesman from AT-BC on their Reading Support Program. |
| **January 20** | NNELS webinar on accessibility in libraries |
| **January 27** | Sam Turcott, the Executive Lead from the Accessibility Directorate, Ministry of Social Development and Poverty Reduction updated the COPE group on BC accessibility legislation |
| **February 2** | Site visit at Camosun College Interurban campus |
| **February 3** | Virtual site visit with NVIT ASO staff |
| **February 16–18** | Accessible Publishing Summit |
| **February 18** | Vanessa Brown leaves for a new position after 15 years with CAPER. Thanks to Vanessa for her many years of hard work. Best wishes for her new endeavour. |
| **February 23** | ACE-BC Advisory Committee Meeting |
| **March 1** | PRCVI Advisory Committee Meeting |
| **March 21** | Jen Brown joins CAPER as the new Library Technician. Welcome Jen! |

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.

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