

Quality Matters™ Accessibility Survey:
Institutional Practices and Policies for Online Courses

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Appendix A

Quality Matters Accessibility Survey

Goals:

- To summarize policies and processes for QM institutions.
- To identify the strategies used by QM institutions to make their courses accessible.
- To describe the professional development programs offered to faculty/staff who want to develop their skills for creating accessible courses.
- To recommend best practices for developing accessible online courses.
- To develop a list of resources and references used by QM institutions

Instructions: The following survey has been developed for Quality Matters subscribers. The purpose is to identify your institutional policies, procedures, and best practices for creating accessible online courses. For purposes of this survey, online accessibility refers to course Web pages and content that are available to students with vision, hearing, and/or motor impairments. In other words, courses are proactively designed to be accessible and students do not have to wait for accommodations or alternate forms of course material.

A. Personal Information

1. What is your role at your institution?
 - a. Faculty
 - b. Instructional technologist/designer
 - c. Administrator
 - d. Disability service staff
 - e. Other (_____)
2. How many years of higher education teaching experience do you have? Please choose one category.
 - a. 0-5
 - b. 6-10
 - c. 11-15
 - d. 16-20
 - e. 21-25
 - f. 26 or over
3. How many years have you taught online or worked with an online program? Please choose one category.
 - a. 0-2
 - b. 3-5

- c. 6-8
- d. 9-11
- e. 12-14
- f. 15 or over

B. Institution Information

1. Which of the following describes your institution? Select all that apply.
 - a. Two-year
 - b. Four-year
 - c. Technical or trade school
 - d. Public
 - e. Private non-profit
 - f. Private for-profit
2. How many online courses are offered at your institution?
 - a. Less than 100 courses
 - b. 100 – 200
 - c. 200 – 300
 - d. 300 – 500
 - e. Over 500
 - f. Don't know
3. What is your student enrollment?
 - a. under 5000
 - b. 5000 to 10,000
 - c. 10,000 – 20,000
 - d. 20,000 – 30,000
 - e. 30,000 – 50, 000
 - f. over 50,000
4. Is your institution aware of their responsibility to offer accessible online content / courses?
 - a. Yes
 - b. No
 - c. Don't know
5. Does your institution have a disability statement?
 - a. Yes
 - b. No
6. Does your institution have a disability statement specifically for online courses?
 - a. Yes
 - b. No
7. Is the disability statement or policy in the course syllabus?
 - a. Yes
 - b. No
8. (a) Does your institution have a budget for creating accessible materials for online courses?
 - a. Yes
 - b. No

- c. Don't know
 - (b) If so, what is the estimated cost per course for creating accessible materials?
9. What is the level of priority for making online courses accessible to students with disabilities?
- a. High
 - b. Medium
 - c. Low
 - d. Nonexistent
 - e. Don't know
10. Whose responsibility is it to build online courses in your learning management system?
- a. Faculty
 - b. Instructional technologist/designer
 - c. Administrator
 - d. Production staff
 - e. Course builder
 - f. Other (_____)
11. Does your institution review courses for quality?
- a. Yes
 - b. No
 - c. Sometimes
 - d. Don't know
12. Who is responsible for enforcing Web accessibility in online courses?
- a. Faculty
 - b. Instructional technologist/designer
 - c. Administrator
 - d. Production staff
 - e. Other (_____)
 - f. Don't know
13. Does your institution review courses for accessibility?
- a. Yes
 - b. No
 - c. Sometimes
 - d. Don't know
14. Who is responsible for reviewing courses?
- a. Faculty
 - b. Instructional technologist/designer
 - c. Administrator
 - d. Production staff
 - e. Other (_____)
15. What office is responsible for enforcing Web accessibility issues in online courses?
- a. Disability Services
 - b. Teaching and Learning Center
 - c. Distance Education Center
 - d. Individual academic departments, schools, or colleges

- e. None
- f. Don't know
- g. Other (_____)

C. Technology Information

1. (a) Do your online course have transcripts for audio or video components?
 - a. Yes
 - b. No
 - c. Don't know
 (b) If so, what percentage of your online courses have transcripts for audio or video components?
 - a. 80 – 100%
 - b. 60 – 80%
 - c. 40 – 60%
 - d. 20 – 40%
 - e. 1 – 19%
 - f. Don't Know
 - g. None
2. (a) Do online courses have closed captioning for video?
 - a. Yes
 - b. No
 - c. Don't know
 (b) If so, what percentage of your online courses have closed captioning?
 - a. 80 – 100%
 - b. 60 – 80%
 - c. 40 – 60%
 - d. 20 – 40%
 - e. 1 – 19%
 - f. Don't know
 - g. None
3. How is your closed captioning created?
 - a. By faculty developer
 - b. By "in house" support staff
 - c. By fee-based captioning service
 - d. Other (_____)
 - e. Don't know
4. At your institution, which of the following software programs are used to create captioning?
 - a. Camtasia
 - b. Adobe Soundbooth
 - c. Dragon Naturally Speaking
 - d. MAGPie
 - e. Other (_____)
 - f. Not sure

D. Training Information

1. (a) Does your institution offer accessibility training on how to develop accessible online courses?
 - a. Yes
 - b. No
 - c. Don't know
- (b) If your institution offers internal training, what office or center at the institution coordinates the training?
 - a. Teaching and learning center
 - b. Online learning center
 - c. Disability services center
 - d. Other (_____)
- (c) If your institution offers accessibility training, who is the target audience? Select all that apply.
 - a. faculty
 - b. course developers
 - c. instructional designers/technologies
 - d. instructional technologists
 - e. administrators
 - f. disability services staff
 - g. Other (_____--)
- (d) If training is offered, what types of accessibility training are available?
 - a. Mentoring program
 - b. Internal course or workshop
 - c. External course or workshop
 - d. Online resources
 - e. Webinars
 - f. Other (_____)
2. Is accessibility training required to develop an online course?
 - a. Yes
 - b. No
 - c. Don't know

E. Quality Matters Rubric

*Based on the 5th ed. QM Rubric, the 6th ed. Rubric has six SRS for GS 8

What changes do you recommend for Standard 8 in the next version of the Quality Matters rubric?

QM Standard	Comment or Recommended Change
Standard 8	
Standard 8.1	
Standard 8.2	
Standard 8.3	
Standard 8.4	

F. Open Ended

1. What policies or practices have helped (or may help) your institution to develop accessible online courses?
2. What are your biggest challenges in creating accessible course materials?
3. What resources for creating accessible online courses do you use or recommend to others?
4. What can Quality Matters do to support you in developing accessible online course material?
5. Please share any additional comments regarding accessibility in online courses.

Appendix B

Accessibility Resources

- 1. Adobe:** Adobe is an industry leader in accessibility. This Web site contains product information, case studies, examples, tutorials, and other resources on accessibility. Adobe has several products to address Web accessibility, including Adobe® Acrobat Professional, Soundbooth, Premiere Pro, Flash, and more. <http://www.adobe.com/accessibility/index.html>
- 2. American Foundation for the Blind (AFB):** This organization is committed to assisting the visually impaired and has many resources on its Web site regarding accessibility and assistive technologies. <http://www.afb.org/>
- 3. Assistive Technology Industry Association (ATIA):** This organization serves as the collective voice of the assistive technology industry so that the best products and services are delivered to people with disabilities. The ATIA holds conferences on accessibility and assistive technologies. <http://www.atia.org/>
- 4. Equal Access to Software and Information (EASI):** This organization is a provider of online training on accessible information technology for persons with disabilities. The Web site contains informational resources, Webinars, and other learning opportunities. <http://www.easi.cc/>
- 5. Georgia Tech Research on Accessible Distance Education (GRADE):** GRADE is a research project at the Georgia Tech Center for Assistive Technology and Environmental Access (CATEA). Through GRADE, an online tutorial (accesslearning) was developed on accessibility. It includes 10 modules with tips and assistance to faculty members seeking to make Word, Excel, Flash, and other file types accessible to people with disabilities. <http://www.accesslearning.net/>
- 6. National Center for Accessible Media (NCAM):** This organization is dedicated to achieving media access equality for people with disabilities. NCAM has created the MAGpie (Media Access Generator) tool for adding

captions to multimedia content. You can download the software for free from the Web site. <http://ncam.wgbh.org/index.html>

Updated link: <http://ncamftp.wgbh.org/ncam-old-site/index.html>

7. Microsoft Corporation Accessibility Resources: The Microsoft Corporation has developed many products with accessibility in mind. Product accessibility information is available on the Web site. <http://www.microsoft.com/enable/default.aspx>

8. University of Wisconsin – Madison: The Division of Information Technology (DoIT) at the University of Wisconsin-Madison has developed resources for learning about accessibility and applying tools and techniques to content on the Web. There are also videos describing the experiences of persons with disabilities. In one video, a blind individual discusses how he uses a screen reader to access Web content. <http://www.doit.wisc.edu/accessibility/>

Updated link: <https://it.wisc.edu/learn/guides/accessible-content-tech/>

9. Virtual508.com: This Web site has an Accessible Web Publishing Wizard for Office 2007. This wizard is not free, but you can download a trial version. There is also a best practices section for creating accessible Word and PowerPoint documents. <http://www.virtual508.com>

10. Web Accessibility In Mind (WebAIM): WebAIM is an initiative from Utah State University. This organization's Web site has great information about Web accessibility, including a tutorial. Also, this is the organization that created WAVE (Web Accessibility Evaluation tool). You can use this Web-based tool to determine whether your Web site is accessible. <http://webaim.org>

11. World Wide Web Consortium (W3C): This is an international organization that leads the development of Web standards. The World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) was launched to promote Web functionality for people with disabilities. <http://www.w3.org>