

Implementation of and Solutions for Closed Captioning in U.S. Institutions of Higher Education

Results from a national study

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CONTENTS

Acknowledgements.....	4
Definitions.....	5
Executive Summary.....	6-8
Results.....	9-24
What guidelines exist for the creation and posting of videos?.....	9-10
To what extent do institutions understand their legal obligations to closed caption videos?	10-11
To what extent are institutions implementing captioning?.....	11-13
What are the institutional motivations for implementing captioning?.....	13-15
Is closed captioning done proactively? Reactively? Is the implementation of closed captions centralized or systematic?.....	15-16
What quality assurance measures are used in the creation of closed captions?.....	16-19
Who are the institutional stakeholders involved in the implementation of captioning initiatives?.....	19-21
What are current institutional budgets for captioning? How are these budgets decided and where do they reside within the institution?.....	22-23
What are the barriers that prevent the effective implementation of captioning?.....	23-25
Conclusion: Takeaways, Opportunities, and Future Directions.....	25-26
Methodology & Respondent Demographics.....	27-31
Appendix A: Survey Instrument	32-50
Appendix B: Data Tables.....	51-68
Sponsors.....	69-70

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ACKNOWLEDGEMENTS

There are no studies to my knowledge regarding the current state of closed captioning implementation at institutions of higher education in the United States. In particular, we know little about how institutions are prioritizing closed caption efforts, what motivates institutions to implement closed captioning, what solutions institutions are choosing for closed captions, which stakeholders are involved in choosing those solutions and, perhaps most important, to what degree institutions are aware of and complying with their legal obligations regarding closed captioning implementation.

This study sheds additional light on these issues, but it also just scratches the surface.

I was very fortunate to have 3Play Media as a partner in this study. I thank them for their feedback on the study research questions and for their support in recruiting study participants and sharing the study results. Special thanks to Tole Khesin and Lily Bond at 3Play Media for their collaborative efforts on this project.

The data analysis for this study was completed with the assistance of two statistics consultants, Paula Quinn and Dr. Brooke Robertshaw. Two graduate students, Sai Allani and Anoop Sheokand, also assisted with data cleaning and analysis.

This report would not exist without the participation of the institutional representatives who took time out of their busy schedules to respond to the survey. Many thanks to each respondent for their honesty regarding the current state of closed captioning implementation and solutions at their institutions.



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December 2016

DEFINITIONS

Closed captions were defined in the survey as blocks of text usually shown at the bottom of a video that mirror the spoken audio. They capture not just speech but also essential sounds, like, for example, [doorbell], [laughter], or [applause]. They allow the viewer to read the text and absorb visuals at the same time. Closed captions can be turned on or off.

Transcripts were defined in the survey as a text document that represents the entire spoken audio of a video or audio file. A transcript is a separate document that can be read or printed.

Face-to-face traditional classroom uses for closed captions were defined as video lectures, lab demos, or voice-over PowerPoint presentations used in courses taught primarily in the face-to-face modality.

Online classroom uses for closed captions were defined as video lectures, lab demos, or voice-over PowerPoint presentations used in courses taught primarily in the online modality.

Institutional uses for closed captions were defined as videos being used for situations such as marketing or alumni outreach.

EXECUTIVE SUMMARY

To what extent are institutions implementing captioning? Is this done proactively? Reactively?

Almost all (87%) of respondents noted that closed captioning is being implemented at their institution for at least some videos.

The majority of respondents noted that their institutional response to closed captioning implementation is more reactive than proactive (16 respondents) or primarily reactive (9 respondents). In other words, for most institutions in the study, closed captioning implementation is done only after accommodation is requested.

What are the solutions being used to implement captioning across an institution? Are institutional captioning solutions centralized or decentralized?

Respondents were asked to name the individuals or offices that create closed captions at their institutions. For the most part, institutions were evenly split between the creator of the video creating the closed captions and a third party external to the university creating the closed captions. These options were used more often, overall, than the Office of Disability Services. Staff dedicated to closed captioning were also cited by several institutions as having the responsibility for closed captioning creation; it was not clear where those staff were located within the institution. Only a few universities use automated software to close caption their videos.

The largest number of respondents (20) noted that no aspects of captioning are centralized at their institution. A little over a quarter (13 respondents) noted that a centralized policy exists for captioning. Almost the same number (11 respondents) noted that a centralized operations team exists for captioning. One in five institutions (9) noted that a centralized budget exists for captioning.

What are the institutional motivations for implementing captioning?

Although respondents offered a range of reasons why closed captioning is implemented at their institutions, the top three motivations for the implementation of closed captions were to be in compliance with the law (37 respondents), to avoid potential litigation (35 respondents), and in response to accommodation requests (33 respondents).

Who are the institutional stakeholders involved in the implementation of captioning initiatives?

Respondents were asked to name the stakeholders at their institution who decide whether to create captions for various video purposes. The majority of institutions cited an Office of Disability Services as being involved with decision making, particularly for videos created for face-to-face courses. For videos created for both face-to-face and online courses, faculty were cited by many institutions as being involved with deciding whether to create captions for videos. Other departments, such as technology units, student affairs, and the provost's office were also cited by respondents. In many cases, more than one stakeholder was involved in the decision regarding whether or not to create video captions.

When choosing closed captioning solutions, it is not surprising that many institutions include the Office of Disability Services. For online courses, many institutions also cited a distance education or online learning office being involved in the decision making. Faculty and Offices of Instructional Technology were also frequently cited stakeholders in deciding closed captioning solutions.

The Provost's Office, Student Affairs representatives, the Chief Information Officer and the Chief Diversity Officer were all least likely to be involved in decision making regarding captioning solutions. Deans, chairs, and students were also infrequently cited in this stakeholder group.

What are current institutional budgets for captioning? How are these budgets decided and where do they reside within the institution?

Survey respondents noted a range of institutional budgets for closed captioning. The largest number of respondents noted budgets ranging from \$1 to \$50,000. Almost half of the respondents (18) did not know their institutional budget for closed captions. This lack of awareness regarding the budget for closed captions is not surprising given the amount of institutions that reported decentralized approaches to closed captioning implementation.

One in five respondents noted that the budget for closed captioning implementation is located in more than one office or unit across their institution. The largest number of respondents (12) noted that the closed captioning budget is housed in a Disability Services Office.

When asked how the budget for closed captioning implementation is decided, the largest number of respondents (18) noted that the budget is most impacted by the number of students who request accommodation that requires captioning. One in four respondents noted that the budget is impacted by the institution's overall accessibility budget.

What are the barriers that prevent the effective implementation of captioning?

Respondents noted a range of reasons why they are not captioning all videos at their institution with the top reasons being a lack of general awareness (26 respondents) and a lack of budget for the implementation of closed captions (23 respondents). Respondents also noted that staffing is inadequate for providing closed captioning (22 respondents) and that it is unclear who is responsible for closed captioning (22 respondents).

Several institutions also noted the time (19 respondents) and financial (18 respondents) commitments of implementing closed captioning as reasons why it was not occurring on their campus.

Importantly, all respondents agreed that closed captioning is a genuine need at their institution. However, eight institutions stated that they were not aware that closed captioning was something that should be done.

RESULTS

What guidelines exist for the creation and posting of videos?

Respondents were asked whether any institutional guidelines exist to inform the creation of videos that will be used at their institutions for face-to-face courses, online courses, and for institutional purposes.

Respondents had different answers based on the purpose of the video. Online course videos were most likely to have guidelines for video creation. Face-to-face course videos were least likely to have guidelines. Many respondents were also unsure of the existence of video guidelines at their institution, particularly for the creation of videos to be used for institutional purposes.

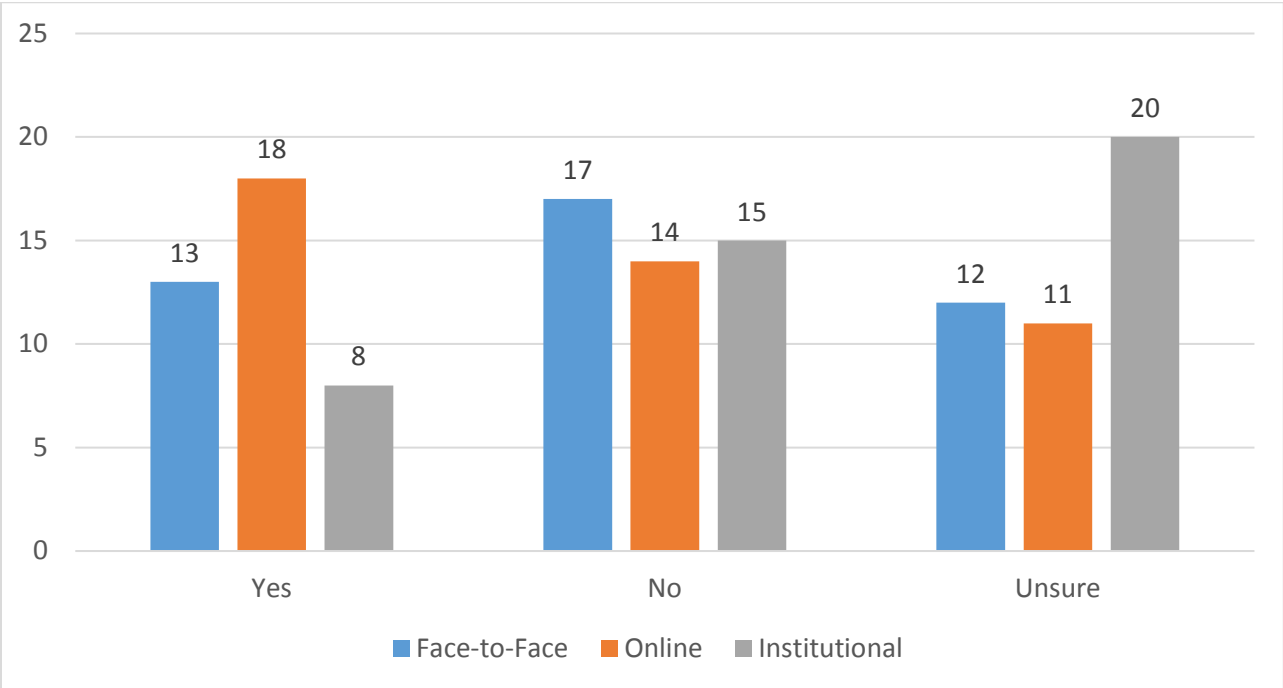


Figure 1: Do Video Guidelines Exist for Various Purposes?

Respondents were also asked whether their institutions inventoried the videos being created for face-to-face courses, online courses, and for institutional purposes. The majority of respondents noted that their institution did not inventory the creation of videos, or that they did not know of any inventory of videos. Videos created for online courses were the most likely to be inventoried by an institution. Videos created for face-to-face courses were the least likely to be inventoried by an institution.

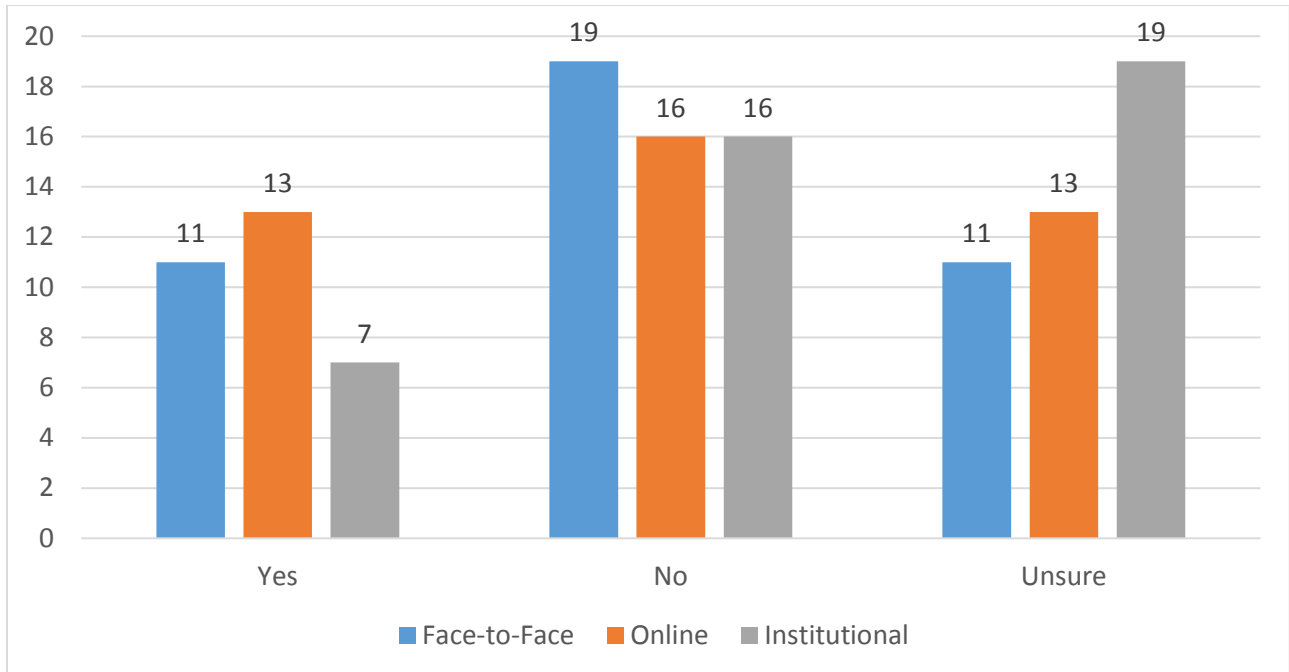


Figure 2: Do Institutions Inventory the Creation of Videos?

At many of the institutions, only designated offices such as a marketing or public affairs office can post videos on behalf of the institution (18). Several institutions (13) noted that any faculty member can post videos and an almost equal number noted that only designated individuals could post videos (12) or that any staff member could post videos (12). No institutions noted that any student could post videos.

Responses	Frequency
Designated offices only	18
Any faculty members	13
Designated individuals only	12
Any staff members	12
Any administration members	11
Other	9
Any students	0

Table 1: Who Can Post Videos on Behalf of the Institution?

To what extent do institutions understand their legal obligations to close caption videos?

The majority of respondents (38 respondents; approximately 81%) noted that they were “confident” or “very confident” that they understand what it means for their institution to be in compliance with federal and state accessibility laws regarding closed captioning. A small

number of respondents (4 combined) noted that they were “unconfident” or “very unconfident” that they understood these laws.

Respondents were also asked to describe their understanding of what it means for their institution to be in compliance with federal and state accessibility laws regarding closed captioning. The majority of respondents (24; approximately 51%) noted that they are required to proactively caption all videos.

Responses	Frequency	Percentage
We are required to proactively caption all of our videos	24	51.1%
We are required to proactively caption most of our videos	9	19.1%
We are required to provide closed captions only in the case of a deaf student or if a student makes an accommodation request	9	19.1%
We are required to proactively caption some of our videos	4	8.5%
I don't know	1	2.1%
We are not legally required to provide any closed captions	0	0%

Table 2: What Does it Mean to be in Compliance with Federal and State Accessibility Laws Regarding Closed Captioning?

Given their understanding of the law, respondents were then asked to what extent they believe their institution is meeting closed captioning requirements. The majority of respondents (approximately 79%) stated that they believed their institution was partially meeting the legal requirements for closed captioning. Eight institutions responded that they were “meeting” or “exceeding” requirements to close caption videos.

To what extent are institutions implementing captioning?

Almost all (87%) of respondents noted that closed captioning is being implemented at their institution for at least some videos.

Respondents were also asked to qualitatively respond to a question regarding how they know the extent to which their institutions were captioning videos. Of the 44 respondents who answered this question, 11 responded that they know because they (or their unit) completes the captioning. Other respondents were less clear and offered responses such as the following:

- “I don’t know for sure, but I have a feeling that most captioning is done only when it is requested/required as an accommodation.”
- “I teach faculty professional development at my institution and know that unless faculty have come to my training I can’t be sure they know about the requirements.”

- “I’m the Disability Director... they are reactive to accommodation requests instead of proactive like I would be if allowed.”
- “I know that some units are doing their best and making sure that their videos are captioned while other units are choosing to ignore the law. My office tells anyone that will listen that all media is legally required to be captioned. Media being shown in courses with students who require captioning as an accommodation is met as long as the student identifies to the professor.”
- “I have required that all video in online courses be captioned. Video in face to face courses is captioned if there is a student that requests an accommodation. Video on our external website, video streams of sports events or commencement, and video on the campus television station are not captioned.”

Respondents were asked whether the approach (including process, staff, criteria) that is used to create closed captioning for a video is the same regardless of whether the video is produced for face-to-face traditional classroom course purposes, online course purposes, or institutional purposes. The respondents were almost equally split with 37.5% saying that the approach is the same across video creation purposes and 40% saying that the approaches are not the same.

Responses	Percentage
Yes	37.5%
No	40%
Unsure	17.5%
Not applicable	5%

Table 3: Is the Captioning Approach the Same Across Video Creation Purposes?

The most closed captioning is being created for “all,” “most,” or “some” online course videos (29 combined) with “all,” “most,” or “some” face-to-face course videos (23 combined) coming in as the next highest implementation category. A significant number of respondents were not sure about how many videos were being captioned for face-to-face courses (13), online courses (11), or institutional purposes (16).

Small numbers of respondents noted that closed captions are created for all face-to-face course videos (2 respondents), all online course videos (4 respondents), and all videos created for institutional purposes (3 respondents).

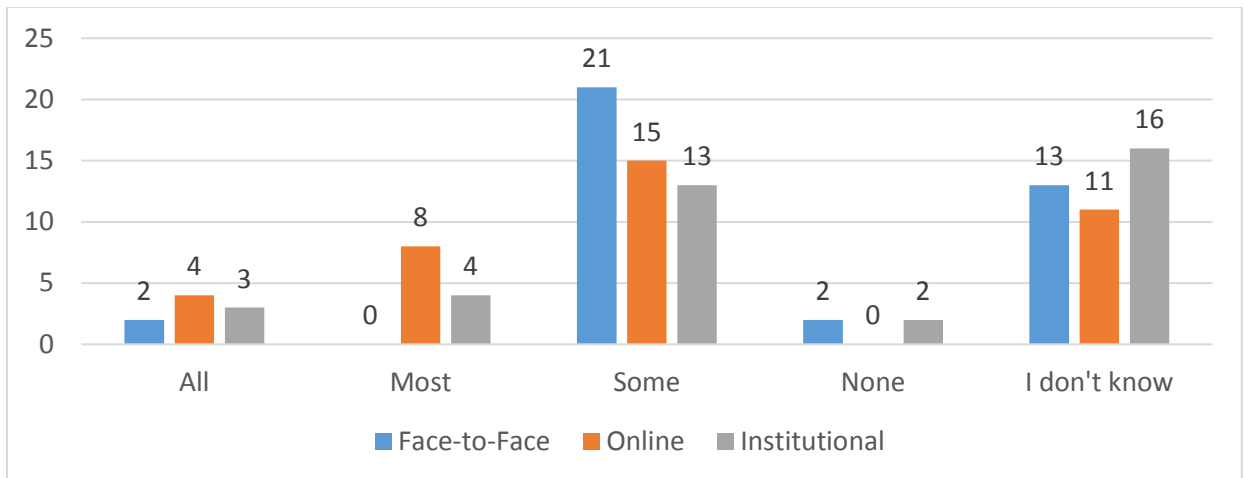


Figure 3: For How many Videos is Closed Captioning Created?

For comparison purposes, respondents were also asked how many transcripts are created for each of these video purposes. Respondents noted that more transcripts are created for “all,” “most,” or “some” online course videos (27 combined) than for any other category of video purpose. Small numbers of respondents noted that transcripts are created for all face-to-face course videos (3 respondents), all online course videos (4 respondents), and all videos created for institutional purposes (2 respondents).

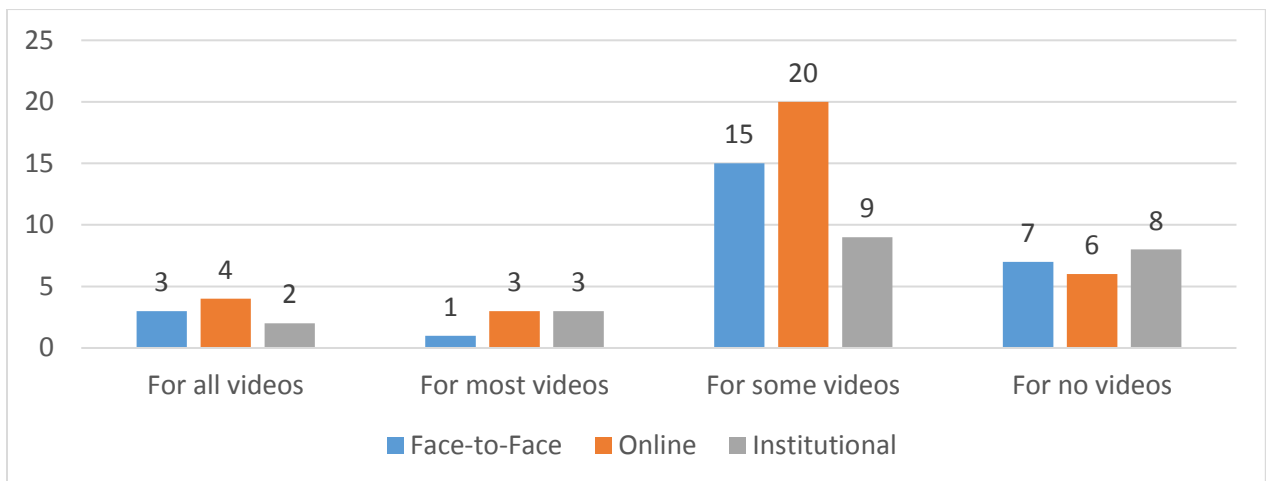


Figure 4: How Many Transcripts are Created for Face-to-Face, Online, and Institutional Videos?

What are the institutional motivations for implementing captioning?

A little less than one quarter of the institutions surveyed are implementing closed captioning as part of a campus-wide initiative. When asked about other motivations for implemented closed captioning, respondents had a range of answers (see Table 4). The majority of institutions stated that they implement closed captions to be in compliance with the law (37 respondents),

to avoid potential litigation (35 respondents), and in response to accommodation requests (33 respondents).

This question was further investigated by institutional demographics. For most responses there was no difference in response based on the institutional demographics of being a part of a larger system, the student enrollment size, the number of faculty, the institution type (private, public), and the number of students enrolled in online courses. However, for the responses “To be in compliance with the law” and “To avoid potential litigation,” larger and public universities were more concerned than smaller and private institutions.

Importantly, over 60% of institutions implement closed captions “to support the needs of all learners.”

Responses	Frequency	Percentage
To be in compliance with the law	37	78.7%
To avoid potential litigation	35	74.5%
In response to accommodation requests	33	70.2%
To support the needs of all learners	29	61.7%
To create a learning environment that is aligned with the mission of the institution	20	42.6%
To be in compliance with institutional policies	14	29.8%
Because research supports a connection between caption use and positive learning outcomes	13	27.7%
To address a significant need at our institution	11	23.4%
In response to faculty demand	11	23.4%
In response to student demand that is not accommodation-related	4	8.5%
I don't know	1	2.1%
Other	0	0.0%

Table 4: Reasons Why Institutions Implement Closed Captioning

Given the primary compliance-related motivations of institutions to implement closed captioning, it was surprising that more than 50% of respondents noted that their institutions are not monitoring closed caption compliance. Another 21% of respondents were not sure whether their institutions were monitoring closed caption compliance (see Figure 5).

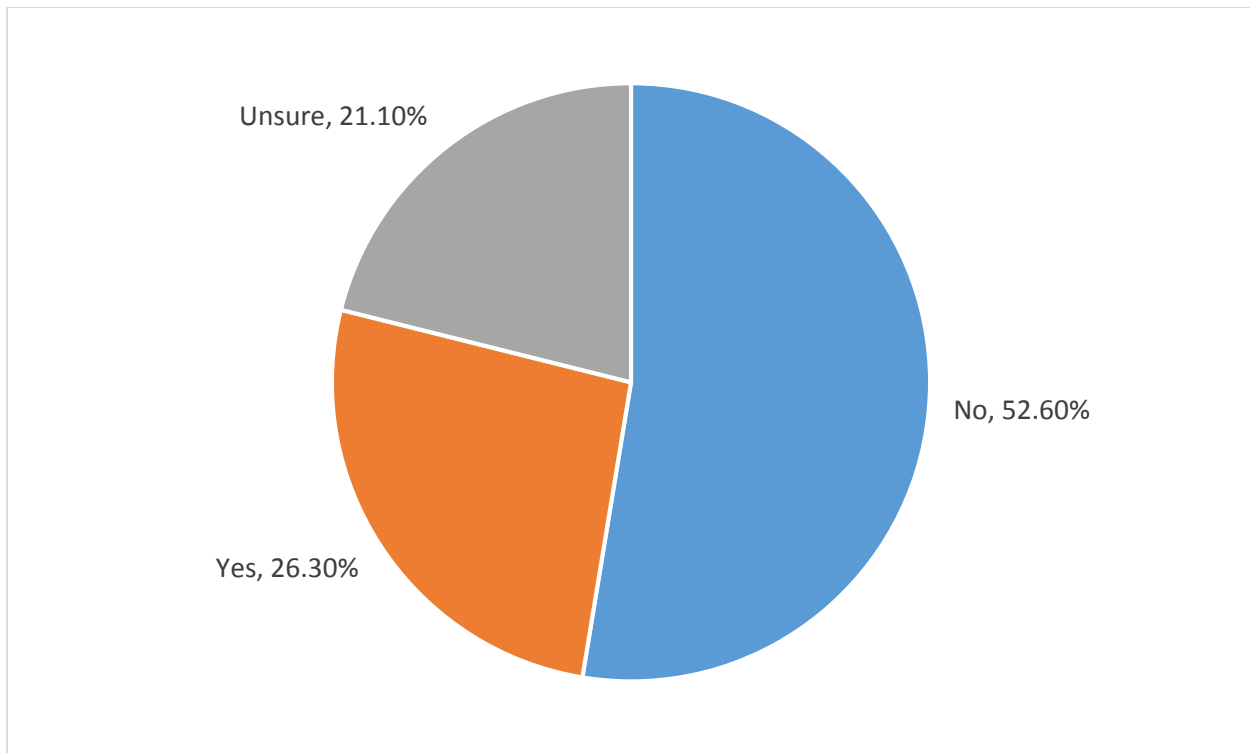


Figure 5: Does your Institution Monitor Closed Caption Compliance?

Is closed captioning done proactively? Reactively? Is the implementation of closed captions centralized or systematic?

The majority of respondents noted that their institutional response to closed captioning implementation is more reactive than proactive (16 respondents) or primarily reactive (9 respondents). In other words, closed captioning implementation is done only after accommodation is requested. Ten institutions noted that their institution is primarily proactive (5 respondents) or more proactive than reactive (5 respondents) when implementing closed captions. Another five respondents noted that their institution is equally proactive and reactive.

Respondents were asked whether any components of the implementation of closed captioning at their institution were centralized. The largest number of respondents (20) noted that no aspects of captioning are centralized at their institution. A little over a quarter (13 respondents) noted that a centralized policy exists for captioning. Almost the same number (11 respondents) noted that a centralized operations team exists for captioning. One in five institutions (9) noted that a centralized budget exists for captioning.

Respondents were also asked, when they think about the implementation of closed captioning across their entire institution, to what extent is that implementation systematic? The largest number of respondents (22) noted that closed captioning implementation at their institution is not at all systematic with another 12 respondents stating that it is “somewhat” systematic.

Only five respondents noted that the implementation on their campus was “systematic” (4 respondents) or “very systematic” (1 respondent).

How are videos prioritized for closed captioning?

When asked how videos are prioritized for closed captions, a range of answers were offered by respondents (see Table 5). The top reasons were related to accommodation with 25 respondents saying that videos are prioritized “by request” and 22 respondents noting that videos are prioritized “based on whether there exists a need to create equivalent access.” Almost one-third of respondents noted that videos are prioritized based on their purpose, that is, whether they are for face-to-face classes, online classes, or being created for institutional purposes. Only five respondents noted that all videos are captioned.

Responses	Frequency	Percentage
By request	25	53.2%
Based on whether there exists a need to create equivalent access	22	46.8%
Based on the purpose for which the video will be used (i.e., traditional classroom course vs. online course vs. institutional purposes)	15	31.9%
Based on whether videos are public or only visible to certain students	15	31.9%
Based on as much as the budget will permit	7	14.9%
Based on course enrollment	6	12.8%
Other	6	12.8%
Based on video popularity	5	10.6%
All videos are captioned	5	10.6%
By course content/subject matter (i.e. certain courses get priority)	3	6.4%

Table 5: Reasons Videos are Prioritized for Closed Captions

What quality assurance measures are used in the creation of closed captions?

Are there formal guidelines for closed captioning?

Respondents were asked whether formal guidelines exist to inform the closed captioning of videos for face-to-face course videos, online course videos, and videos created for institutional purposes (see Figure 6). Formal guidelines were almost equally likely to exist for face-to-face course videos, online course videos, and videos created for institutional purposes. However, an almost equal number of respondents for face-to-face course videos and online course videos cited no formal guidelines for the creation of closed captions.

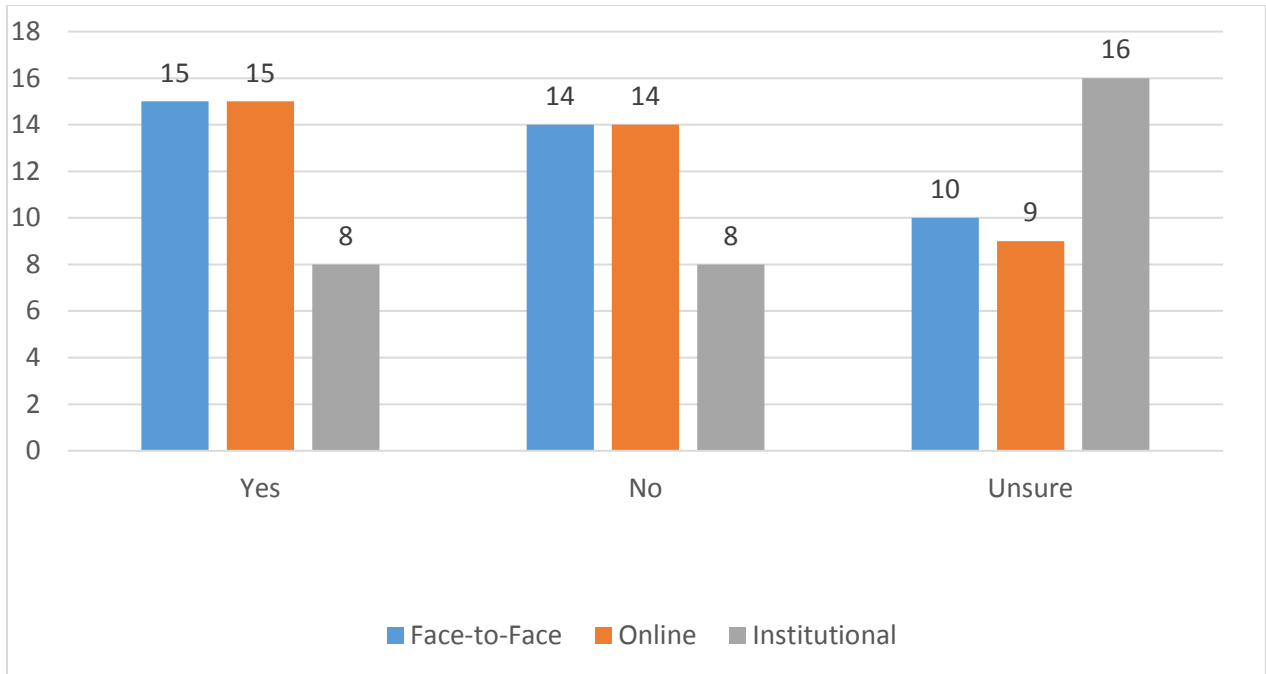


Figure 6: Existence of Formal Guidelines to Inform Closed Captioning of Videos by Purpose

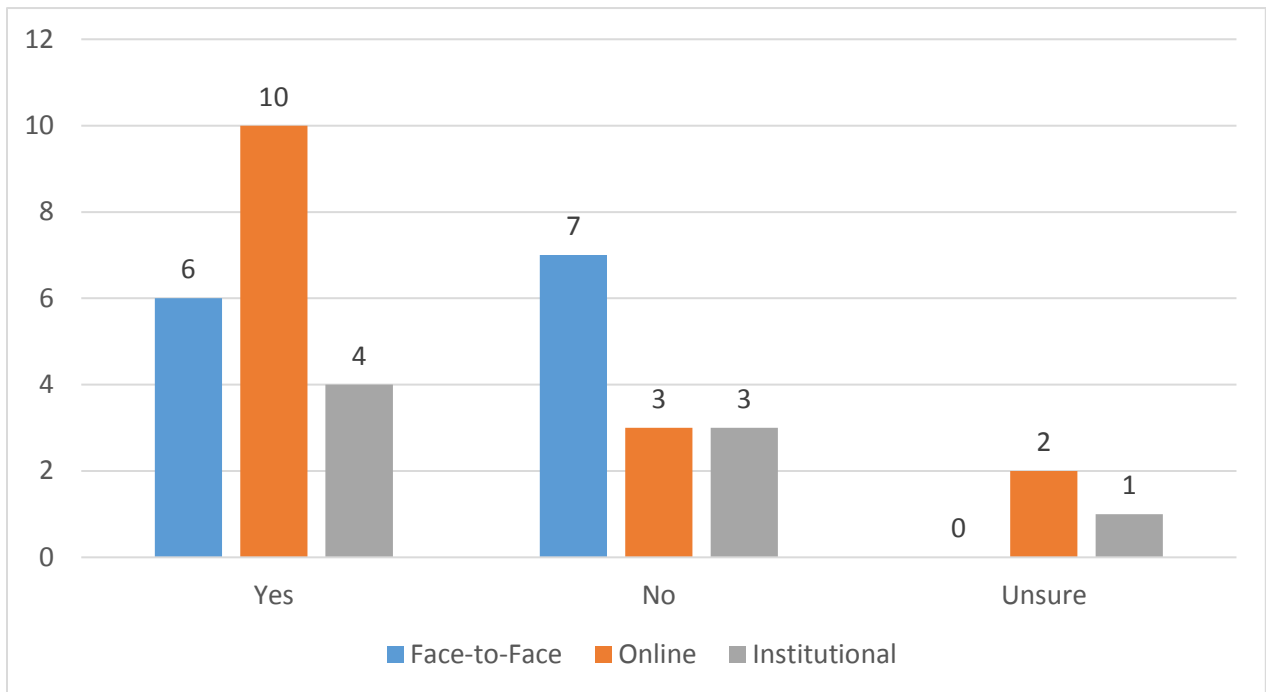


Figure 7: Systematic Communication of Formal Guidelines for Closed Captioning Creation by Purpose

How are closed captioning guidelines communicated?

When asked whether the formal guidelines, when they existed, were systematically communicated to video creators, respondents noted that this was most likely to happen for online course videos (see Figure 7).

Are there criteria for effective closed captioning?

Respondents were also asked whether criteria have been articulated for what constitutes effective closed captioning at their institution and, if so, how that criteria is communicated to video creators.

A little more than one-third of respondents (approximately 36%) noted that criteria have been created regarding what constitutes effective closed captioning. The remaining respondents noted that criteria have not been created (approximately 49%) or that they are unaware of any criteria (approximately 15%).

How are criteria for effective closed captioning communicated?

When criteria for effective closed captioning exist, they are communicated in a range of ways (see Table 6). The most frequent methods of communication are through a Disability Services Office (15 respondents) or via a website (13 respondents). The least common method of communication was via faculty leadership such as chairs and deans.

Responses	Frequency	Percentage
Via a Disability Services Office	15	31.9%
Website	13	27.7%
Written Policy	8	17.0%
Via a Technology Support Office	8	17.0%
Via a Pedagogical Support Office (e.g. a Center for Teaching and Learning)	6	12.8%
Via Faculty Leadership	5	10.6%
Other	5	10.6%
I don't know	1	2.1%

Table 6: Methods of Communicating Criteria for Effective Closed Captioning

Who is responsible for the quality of closed captions?

A range of responses were offered for who is responsible for ensuring the quality of closed captions (see Table 7) with the most common responses being an Office of Disability Services (22 respondents) and the creator of the video (21 respondents). Eighteen respondents noted that they have staff dedicated to closed captioning that assure quality and an equal number of

respondents stated that a third party outside of the institution assures quality. At approximately 15% of the institutions, no one was designated to ensure the quality of the closed captions.

Responses	Frequency	Percentage
Office of Disability Services	22	46.8%
The creator of the video	21	44.7%
Staff who are dedicated to closed captioning	18	38.3%
A third party outside of this institution	18	38.3%
Office of Information Technology	8	17.0%
No one is designated to do this	7	14.9%
I don't know	5	10.6%
Other	5	10.6%
Automated software	3	6.4%

Table 7: Person or Office Responsible for Assuring Quality of Closed Captions

Who are the institutional stakeholders involved in the implementation of captioning initiatives?

Who decides whether to create closed captions?

Respondents were asked to name the stakeholders at their institution who decide whether to create captions for various video purposes. The majority of institutions cited an Office of Disability Services as being involved with decision making, particularly for videos created for face-to-face courses.

For videos created for both face-to-face and online courses, faculty were cited by many institutions as being involved with deciding whether to create captions for videos. Additionally, for both face-to-face and online course videos, distance education, instructional technology, and online learning departments and units were cited in the “other” category as being important stakeholders.

For videos created for institutional purposes, respondents noted marketing or public affairs departments and units in the “other” category as being important stakeholders in the decision to create closed captions.

In many cases, more than one stakeholder was involved in the decision regarding whether or not to create video captions.

Who decides which captioning solution to use?

When choosing closed captioning solutions, it is not surprising that the most frequently cited stakeholder was the Office of Disability Services; however, it is somewhat surprising that this office was cited by less than half of respondents as being involved in the decision making. For online courses, many institutions cited a distance education or online learning office in the “other” category as being involved in the decision making for closed captioning solutions. Faculty members and Offices of Instructional Technology or Distance Education were also frequently cited stakeholders in deciding closed captioning solutions for other videos uses.

The Provost’s Office, Student Affairs representatives, the Chief Information Officer and the Chief Diversity Officer were all least likely to be involved in decision making regarding captioning solutions. Deans, chairs, and students were also infrequently cited in this stakeholder group.

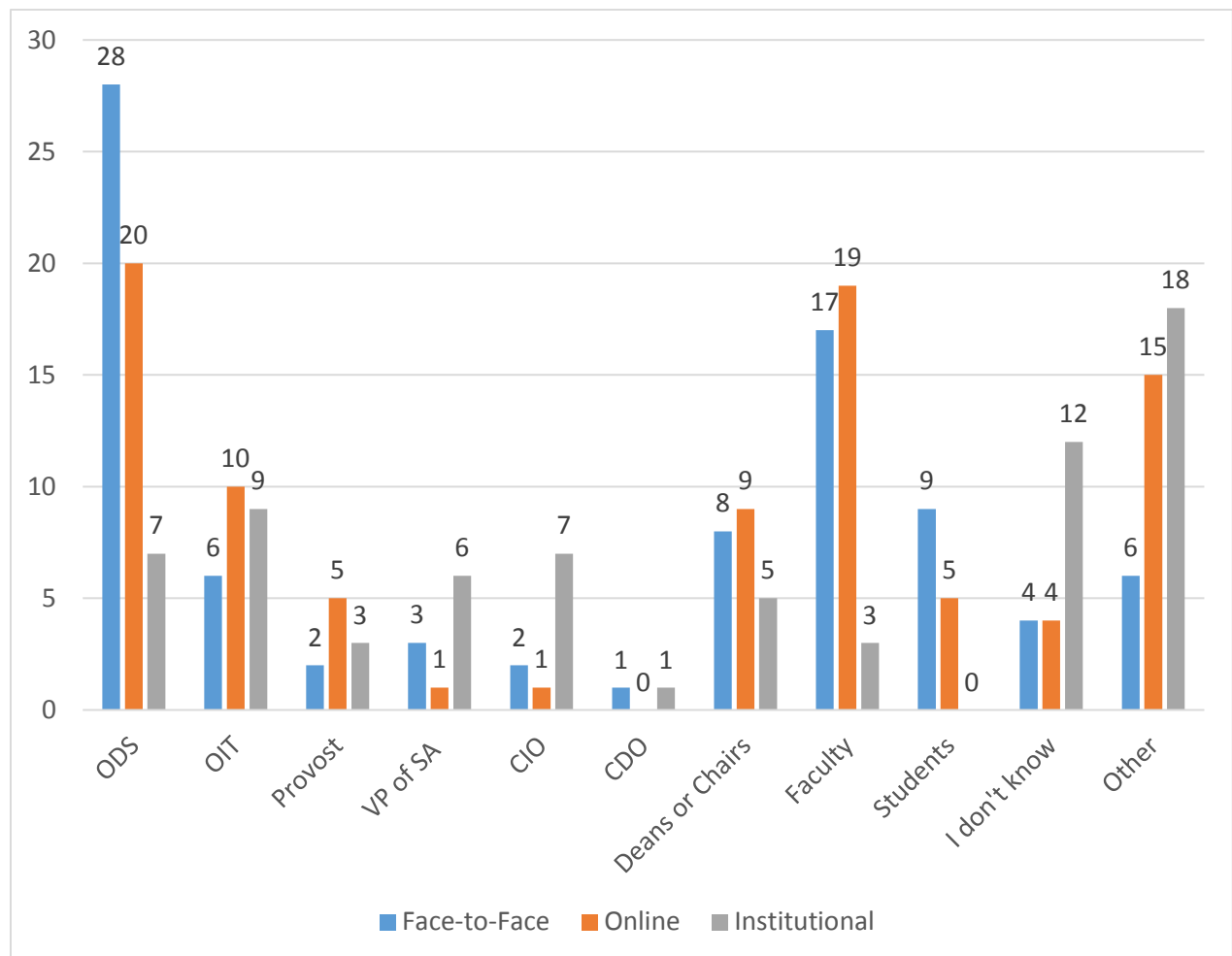


Figure 8: Stakeholders Involved in Decision to Create Closed Captions

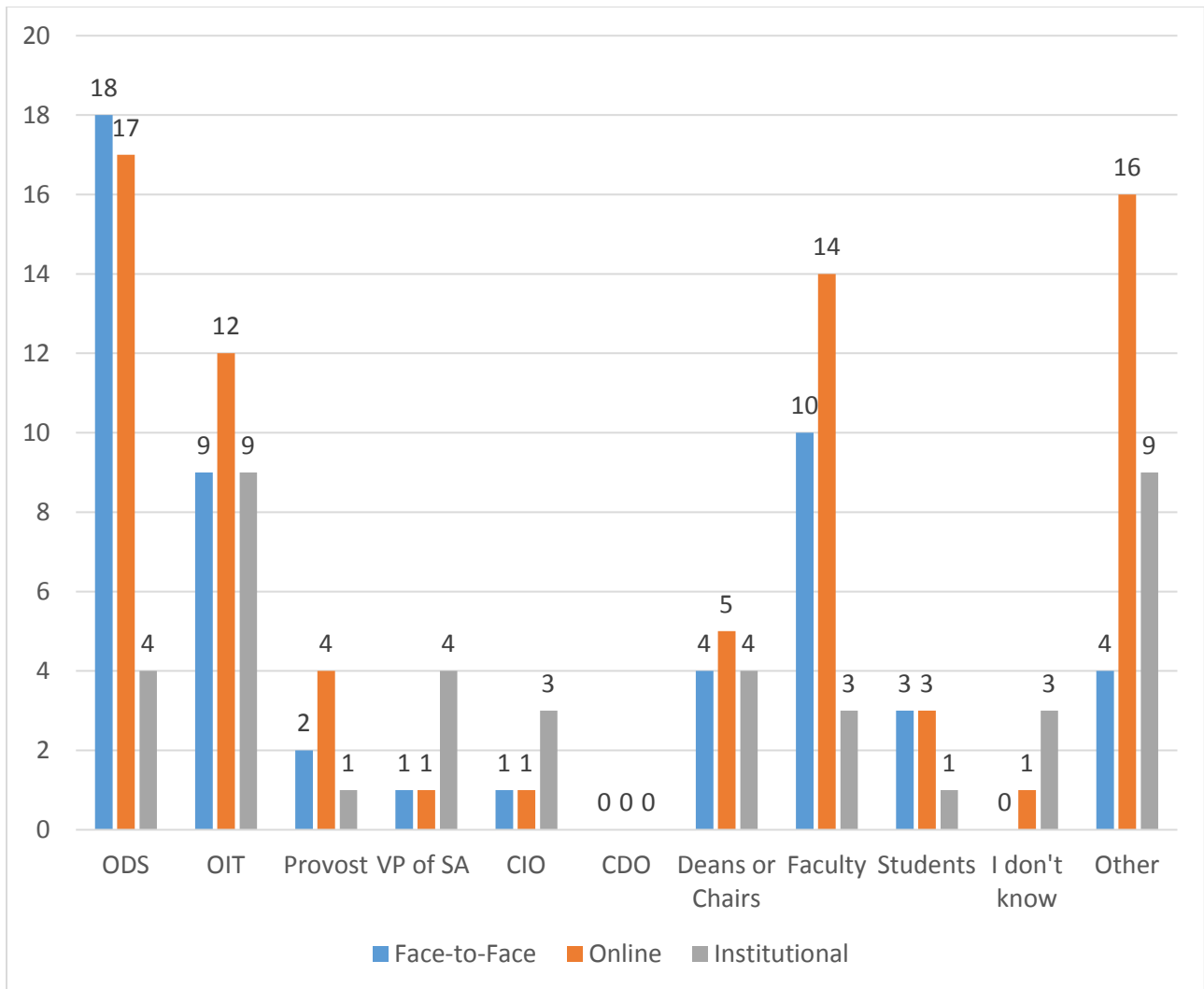


Figure 9: Stakeholders Involved in Decisions for Closed Captioning Solutions

Who creates the closed captions?

Respondents were also asked to name the individuals or offices that create closed captions at their institutions. For the most part, institutions were evenly split between the creator of the video also creating the closed captions and a third party external to the university being the most likely to create the closed captions. These options were used more often, overall, than the Office of Disability Services, which came in as the third most likely creator of captions for face-to-face and online videos. Staff dedicated to closed captioning were also cited by several institutions as having the responsibility for closed captioning creation; it was not clear where those staff were located within the institution. Comparatively few universities use automated software to close caption their videos.

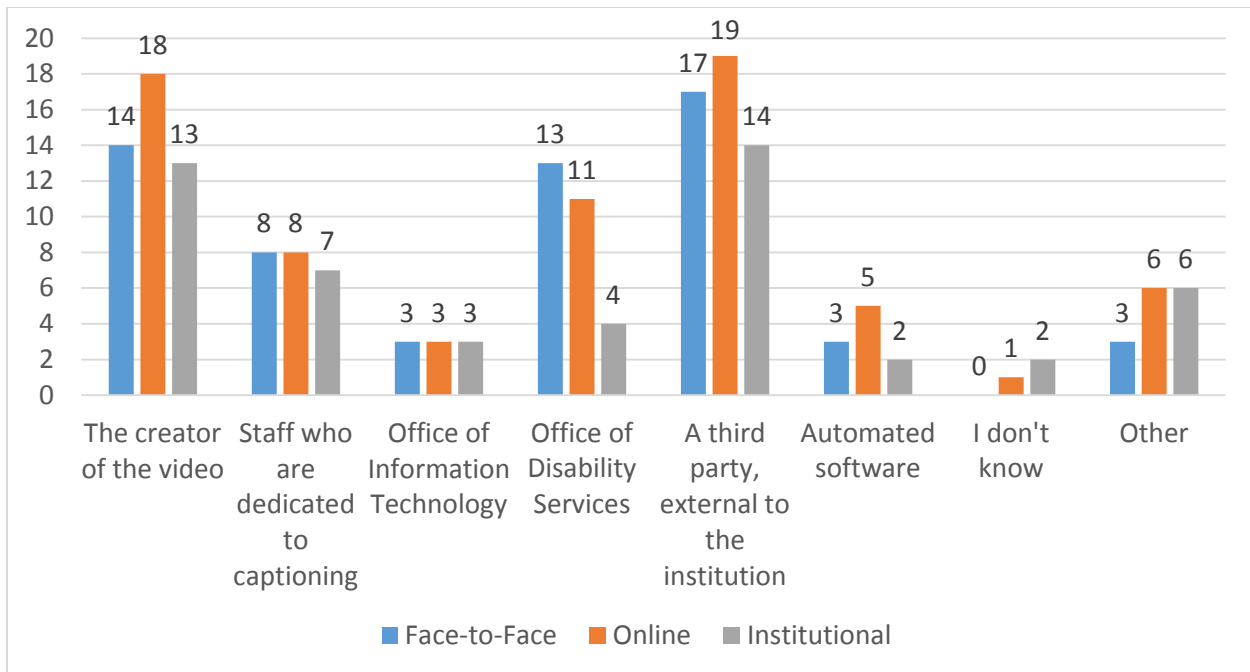


Figure 10: Offices or Individuals Who Create the Closed Captions for Videos

What are current institutional budgets for captioning? How are these budgets decided and where do they reside within the institution?

Survey respondents noted a range of institutional budgets for closed captioning (see Table 8). The largest number of respondents noted budgets ranging from \$1 to \$50,000. Almost half of the respondents (18) did not know their institutional budget for closed captions. This lack of awareness regarding the budget for closed captions is not surprising given the amount of institutions that reported decentralized approaches to closed captioning implementation.

One in five respondents noted that the budget for closed captioning implementation is located in more than one office or unit across their institution. The largest number of respondents (12) noted that the closed captioning budget is housed in a disability services office.

Responses	Frequency	Percentage
\$0	4	10.5%
\$1-\$10,000	7	18.4%
\$10,001 - \$50,000	6	15.8%
\$50,001 - \$100,000	2	5.3%
>\$100,000	1	2.6%
I don't know	18	47.4%

Table 8: Institutional Closed Captioning Budgets

Respondents were also asked to share what factors inform the budget for closed captioning implementation at their institution. The largest number of respondents (18) noted that the budget is most impacted by the number of students who request accommodation that requires captioning. One in four respondents noted that the budget is impacted by the institution’s overall accessibility budget.

Responses	Frequency
The number of students who request accommodation that requires captioning	18
Our accessibility budget as a whole	12
The amount of video content	8
Other	6
I don't know	5
Legal considerations	5
Enrollment	2
Other data from within this institution	2
Data from outside of this institution	0

Table 9: Factors Informing Institutional Captioning Budgets

What are the barriers that prevent the effective implementation of captioning?

Respondents noted a range of reasons why they are not captioning all videos at their institution (see Table 10) with the top reasons being a lack of general awareness (26 respondents) and a lack of budget for the implementation of closed captions (23 respondents). Respondents also noted that staffing is inadequate for providing closed captioning (22 respondents) and that it is unclear who is responsible for closed captioning (22 respondents).

Several institutions also noted the time (19 respondents) and financial (18 respondents) commitments of implementing closed captioning as reasons why it was not occurring on their campus.

Respondents were also asked to qualitatively describe the internal and external barriers to implementing closed captioning at their institutions. Overall, there were more internal barriers than external barriers cited.

For external barriers, there were no overwhelming patterns across the responses. In all, 27 respondents offered comments on a range of issues including the challenge of gaining copyright approval, vendor costs, a lack of public awareness of the importance of closed captioning, and a lack of understanding of the law. As one respondent noted:

“The Law is NOT clearly articulated. Is it okay to be only reactive and do CC only when there is an accessibility request? Must ALL educational vieos be captioned?”

For internal barriers, 38 respondents offered qualitative comments. The most commonly cited internal barrier was a lack of resources (22 respondents), with the majority of the comments referencing a lack of budget (16 respondents). The second highest barrier was a lack of awareness or knowledge about closed captioning (16 respondents). The third highest barrier cited was the decentralization of the closed captioning implementation process to the degree that no one was responsible for it (12 respondents).

Responses	Frequency	Percentage
Lack of general awareness	26	55.3%
A budget doesn't exist	23	48.9%
Staffing is inadequate	22	46.8%
Unclear whose responsibility it is	22	46.8%
Don't have buy-in of administration to caption videos	20	42.6%
It's too time consuming	19	40.4%
It's too expensive	18	38.3%
Faculty won't do it	18	38.3%
Currently not an institutional priority	15	31.9%
We weren't aware it was something that should be done	8	17.0%
We don't know how to do it	7	14.9%
Lack technical capability	6	12.8%
Concerned about copyright infringement	6	12.8%
Other	3	6.4%
I don't know	1	2.1%
This is not a genuine need at our institution	0	0.0%

Table 10: Reasons Why Institutions are Not Implementing Closed Captions

Sample Comments

Lack of Budget

- “We need an institutional budget for closed captioning. It can’t be the sole responsibility of Disabled Students Services and Programs.”
- “Limited budget doesn’t allow us to be as proactive as we would like to be.”

Lack of Awareness or Knowledge

- “Lack of knowledge. We have a budget, a well-established service, and proper communication channels, but many faculty are still unaware of the service. Many will wait until they have a student with a definitive need and even some of those faculty members are slow to caption their resources.”
- “Lack of knowledge that, for public-facing media, it’s the LAW. Perception that captioning must be done by the faculty member himself/herself and that it is time-consuming and only applies to a small number of students with hearing disabilities... Lack of knowledge about captioning standards (e.g., DMCP captioning key). Lack of knowledge about 3rd-party options for outsourcing some of all of captioning tasks.”

Decentralization

- “We have the technology, but no systematic, centralized approach, or clear message from the administration that this is a priority. Responsibility is left up to the instructors who usually only do it when forced by an accommodation request.”
- “No one will take responsibility for creating the captions.”
- “No position or office has been designated as responsible for doing this campus wide.”

While all respondents acknowledged that closed captioning is a genuine need at their institution, eight institutions stated that they were not aware that closed captioning was something that should be done.

Conclusion: Takeaways, Opportunities, and Future Directions

Despite the legal obligation of institutions of higher education to provide video closed captioning, the implementation of this practice continues to be a challenge for many colleges and universities. Based on the results from this survey, there are several potential takeaways and opportunities:

Takeaway: The responses in this study provide evidence that there is still confusion about the legal requirements for higher education institutions regarding the closed captioning of videos.

Opportunity: The legal requirements around closed captioning obligations for institutions of higher education need to be clarified. Specifically, clarification should be offered regarding what institutions of higher education are required to do proactively and reactively concerning the creation of closed captions for students who require

accommodations. If clarification of the law occurs, then this should be communicated and discussed by a range of institutional stakeholders so that a clear understanding across the institution can be assured.

Takeaway: Despite the fact that the top reason for captioning cited in the study is compliance with the law, many institutions do not have processes in place to measure their compliance.

Opportunity: Institutions of higher education can work toward creating systems to inventory video creation, which will allow for better monitoring of closed captioning implementation of videos created for use face-to-face and online courses and for institutional purposes.

Takeaway: At many institutions, different processes, staffing, and criteria are being used to create closed captioning for videos being used in face-to-face courses, online courses, and for institutional purposes. The majority of institutions in the study report that the implementation of closed captioning across their institution is not at all systematic.

Opportunity: Given the range of purposes that videos serve for institutions of higher education, a review of institutional processes for closed captioning implementation may result in increased efficiency, shared responsibility, and/or increased awareness of institutional solutions for closed captioning for videos created for face-to-face and online courses and for institutional purposes.

Future Research Directions for the Implementation of and Solutions for Closed Captioning in U.S. Institutions of Higher Education

This study has also highlighted potential future research areas regarding the implementation of and solutions for closed captioning in U.S. institutions of higher education:

- 1) Given the range of stakeholders involved in closed captioning implementation in institutions of higher education, further research is needed regarding how these different individuals and units communicate, collaborate, and share responsibilities for closed captioning implementation.
- 2) Many respondents were unaware of various components related to the closed captioning implementation happening at their institution. Further study is needed to explore how decision-making, resource-sharing, and education is occurring across institutions of higher education related to closed caption creation and implementation.
- 3) For the small amount of institutions in the study that are captioning all videos, further exploration is needed to learn more about the best practices that enable scaled video closed captioning implementation across an institution of higher education.

METHODOLOGY & RESPONDENT DEMOGRAPHICS

The following research questions were developed in collaboration between the Oregon State University Ecampus Research Unit Director and 3Play Media to guide the exploratory survey for institutions:

1. What are the solutions (internal and external) being used to implement captioning across an institution?
2. To what extent are institutions implementing captioning as a campus-wide initiative for courses and programs?
3. Are institutional captioning solutions centralized or decentralized?
4. To what extent are institutions implementing captioning proactively? Reactively?
5. What are the institutional motivations for implementing captioning?
6. Who are the institutional stakeholders involved in the implementation of captioning initiatives?
7. What are current institutional budgets for captioning?
8. Who is the person/unit held responsible for the implementation of effective captioning (this may not be the same person/unit that provides the finances for captioning initiatives)?
9. What institutional barriers prevent effective implementation of captioning?
10. What other barriers (aside from institutional) prevent effective implementation of captioning?
11. Are there institutions that are implementing captioning particularly well?
12. What does an effective and efficient implementation of captioning across courses and programs look like?
13. Do institutions rely on data or research documenting the benefits of captioning and transcription to secure funding?

Recruitment

Institutions who were asked to participate in this survey were contacted from the following recruitment pools: (1) a recruitment list of institutions that are members of AAC&U, APLU, EDUCAUSE, AHEAD, and WCET was compiled using publically available information and (2) institutions who heard about the study via Twitter messages and/or word of mouth from colleagues in the first recruitment pool and (3) institutions who heard about the study via general word of mouth messaging from the vendor or PI using email language from the recruitment messages from the first pool.

The institutional representatives (provosts, student affairs representatives, and/or directors of disability services offices) received an email announcing the study and asking that person to (1) “opt-in” via a survey asking for additional contact information or (2) attend a webinar to learn more about participating.

A series of repeated webinars (all with the same content) describing the study were held. At these webinars, institutional representatives learned about the sponsors of the study, the purpose of the study, and what was involved in participating in the study. For institutions that chose to participate in the study, either via the opt-in survey or after completing a webinar, a link was shared for the 61-item online institutional survey. Reminder emails were sent to institutions taking part in the study at regular intervals until the data collection period ended. Survey respondents had the option at the end of the survey to provide their email to be entered into a raffle for one of five 10-hour captioning credits valued by 3Play Media at \$1,500.

Respondents

A total of 54 institutional representatives completed the survey. After data cleaning procedures were complete, a total of 47 responses were included in the analysis. Respondents from institutions outside of the United States were excluded from the study.

Participants for this study came from schools that were approximately 80% public colleges and universities, with approximately 20% coming from private institutions. Institutional represented range of types with the majority of institutions being those with PhD, MA, and professional degrees.

Responses	Frequency
University, PhD/MD/JD/EdD	21
University, Bachelors and Masters	11
Community College	8
Bachelors but not graduate degrees	2
Two year college	1
Professional school	1
Technical/trade/vocational	0
Other (please describe)	0

Table 11: Respondents by Institution Type

Survey respondents also represented a range of regional accreditors. Nine schools were accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), six schools by the Northwest Commission on Colleges and Universities (NWCCU), and three schools each were accredited by the Middle States Commission on Higher Education (MSCHE), the New England Association of Schools and Colleges (NEASC), and the Western Association of Schools and Colleges (WASC). Seventeen of the respondents were from institutions accredited by the Higher Learning Commission (HLC).

Participating institutions also ranged in size by student enrollment. The largest number (12) of institutions had 10,001-20,000 students. Another 14 institutions had between 20,001 and 40,000 students. One institution had less than 1,000 students and one institution had more than 50,000 students.

Total Enrollment	Frequency	Percentage
1,000 or less	1	2.3%
1,001 – 5,000	8	18.2%
5,001 – 10,000	4	9.1%
10,001 – 20,000	12	27.3%
20,001 – 30,000	7	15.9%
30,001 – 40,000	7	15.9%
40,001 – 50,000	4	9.1%
50,000+	1	2.3%
total	44	100%

Table 12: Respondents by Total Student Enrollment

Many of the schools represented in the survey had at least one online course being offered, but a large number (14) did not know how many online courses were being offered. Eleven of the participating institutions also offer Massive Open Online Courses (MOOCs).

Number of Online Courses	Frequency	Percentage
None	1	2.3%
1-50	3	6.8%
51-100	8	18.2%
101 or more	17	38.6%
I don't know	14	31.8%
Other	1	2.3%

Table 13: Respondents by number of Online Classes Offered

The online enrollments for the institutions in the study also varied in size with the most institutions having less than 5,000 students taking online courses. However, the majority of respondents (23) did not know the online enrollments for their institution.

Online Enrollment	Frequency	Percentage
1,000 or less	7	15.9%
1,001 – 5,000	6	13.6%
5,001 – 10,000	5	11.4%
10,001 – 20,000	2	4.5%
20,001 – 30,000	1	2.3%
30,001 – 40,000	0	0%
40,001 – 50,000	0	0%
50,000+	0	0%
I don't know	23	52.3%

Table 14: Respondents by Enrollment in Online Classes

The majority of the institutions in the study had less than 500 full-time faculty members, but a large number (15) had over 500 full-time faculty members. The amount of part-time faculty also ranged in size with the largest number of schools (8) having more than 501 part-time faculty members.

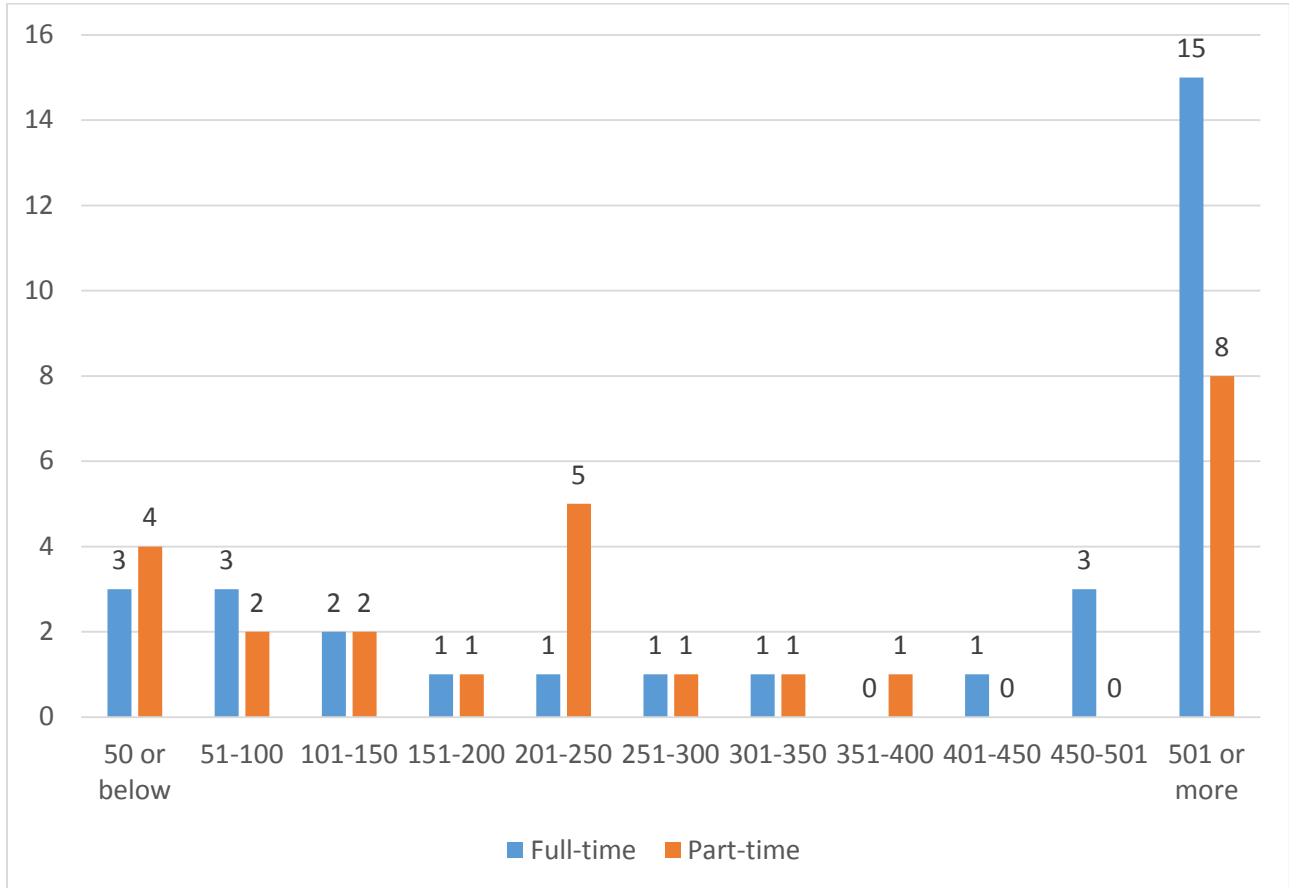


Figure 11: Number of Full and Part-time Faculty at Participating Institutions

Statistical Analyses

The quantitative analysis was run using two methods. The first one was basic descriptives of frequencies for responses for each question. The second method was the use of the Chi-square and Cramer's V to investigate for statistical significance and magnitude of across different institutional demographics. To give the analyses more power, 3 demographic groups were collapsed. Those groups are:

Group	Initial groupings	Groupings for analysis
Number of students in student body	1,000 or less 1,001-5,000 5,001-10,000 10,001-20,000 20,001-30,000 30,001-40,000 40,001-50,000 50,000 +	Small: 5,000 or less Medium: 5,001 – 20,000 Large: 20,001+
Number of students enrolled in online education	1,000 or less 1,001-5,000 5,001-10,000 10,001-20,000 20,001-30,000 30,001-40,000 40,001-50,000 50,000 + I don't know	0-5,000 5,001 – 20,000 20,001+
Number of full time faculty	1-50 51-100 101-150 151-200 201-250 251-300 301-350 351-400 401-450 451-500 501+	1-50 51-150 151-250 250+

Table 15: Reconfiguration of Demographic Groups for Statistical Analyses

APPENDIX A: SURVEY INSTRUMENT

Survey on Institutional Implementation of Closed Captions

Explanation of Research Study

The Extended Campus Research Unit (ECRU) at Oregon State University is collaborating with 3Play Media to conduct a research study approved by the Oregon State University IRB to explore institutional solutions for closed captioning.

This survey should take approximately 25 minutes to complete. You will have the option at the end of the survey to provide your email if you would like to receive a copy of the final report. You also will have the option to be entered into a raffle for one of five 10-hour captioning credits valued by 3Play Media at \$1,500. Your participation in this survey is completely voluntary and your answers will be reported only in the aggregate. You may choose to leave the survey at any time. Choosing not to participate will not affect your employment or benefits at your institution.

Because this study involves web-based research, there is a possibility of a breach of confidentiality. The research team has attempted to minimize risk to the study participants. All records and data collected as part of this study will be kept in a confidential environment and only seen by the lead researcher and an additional study team member.

There are no anticipated benefits that you will experience from the study.

If you have questions about this research, you can contact Dr. Katie Linder, Research Director for Extended Campus at Oregon State University (kathryn.linder@oregonstate.edu).

Thank you for taking the time to respond to our Survey on Institutional Implementation of Closed Captions.

Dr. Katie Linder
Research Director, Extended Campus
Oregon State University

Do you consent to take this survey?

- No (1)
- Yes (2)

If No Is Selected, Then Skip To End of Survey

Please enter today's date:

Are you from an institution of higher education that is located in the United States?

- No (1)
- Yes (2)

If No Is Selected, Then Skip To End of Survey

Federal disability law Section 508 requires that online videos comply with a set of accessibility standards that requires closed captions for all pre-recorded videos.

Closed captions are blocks of text usually shown at the bottom of a video that mirror the spoken audio. They capture not just speech but also essential sounds, like, for example, [doorbell], [laughter], or [applause]. They allow the viewer to read the text and absorb visuals at the same time. Closed captions can be turned on or off.

How confident are you that you understand what it means for your institution to be in compliance with federal and state accessibility laws regarding closed captioning?

- Very unconfident (1)
- Unconfident (2)
- Neither unconfident nor confident (3)
- Confident (4)
- Very Confident (5)

Which best describes your understanding of what it means for your institution to be in compliance with federal and state accessibility laws regarding closed captioning?

- We are not legally required to provide any closed captions (1)
- We are required to provide closed captions only in the case of a deaf student or if a student makes an accommodation request (2)
- We are required to proactively caption some of our videos (3)
- We are required to proactively caption most of our videos (4)
- We are required to proactively caption all of our videos (5)
- I don't know (6)

To what extent do you believe your institution is meeting closed captioning requirements?

- Not at all (1)
- Partially meeting requirements (2)
- Meeting requirements (3)
- Exceeding requirements (4)
- Unsure (5)

If Unsure Is Selected, Then Skip To At your institution, have criteria be...

How do you know the extent to which your institution is meeting closed captioning requirements?

At your institution, have criteria been articulated for determining what constitutes effective closed captioning?

- No (1)
- Yes (2)
- I don't know (3)

If No Is Selected, Then Skip To At your institution, is closed captio...If I don't know Is Selected, Then Skip To At your institution, is closed captio...

How are these criteria communicated to potential video creators? (Check all that apply.)

- Website (1)
- Written Policy (2)
- Via a Technology Support Office (3)
- Via a Disability Services Office (4)
- Via a Pedagogical Support Office (e.g. a Center for Teaching and Learning) (5)
- Via Faculty Leadership (6)
- Other (7) _____
- I don't know (8)

At your institution, is closed captioning ever created for any videos?

- No (1)
- Yes (2)
- I don't know (3)

If I don't know Is Selected, Then Skip To Do any institutional guidelines exist...If No Is Selected, Then Skip To What are the reasons why closed capti...If Yes Is Selected, Then Skip To When closed captioning for videos is ...

What are the reasons why closed captioning is not created? Check all that apply.

- It's too expensive (1)
- It's too time consuming (2)
- We don't know how to do it (3)
- We weren't aware it was something that should be done (4)
- Staffing is inadequate (5)
- Unclear whose responsibility it is (6)
- Lack technical capability (7)
- Don't have buy-in of administration to caption videos (8)
- Lack of general awareness (9)
- Faculty won't do it (10)
- This is not a genuine need at our institution (11)
- Currently not an institutional priority (12)
- I don't know (13)
- Other (14) _____

Within your institution, what barriers exist that interfere with effective implementation of closed captioning?

Outside of your institution, what barriers exist that interfere with effective implementation of closed captioning?

If Outside of your institution... Is Empty, Then Skip To Do any formal institutional guideline...If Outside of your institution... Is Not Empty, Then Skip To Do any formal institutional guideline...

When closed captioning for videos is created, who at your institution is responsible for ensuring that the closed captions are effective (i.e., high quality, accurate, accessible)? Check all that apply.

- The creator of the video (1)
- Staff who are dedicated to closed captioning (2)
- Office of Information Technology (3)
- Office of Disability Services (4)
- Automated software (5)
- A third party outside of this institution (6)
- No one is designated to do this (7)
- I don't know (8)
- Other (9) _____

How do you prioritize videos for closed captioning? (Check all that apply.)

- All videos are captioned (1)
- By request (2)
- Based on as much as the budget will permit (3)
- Based on video popularity (4)
- Based on course enrollment (5)
- Because on whether there exists a need to create equivalent access exists (6)
- By course content/subject matter (i.e. certain courses get priority) (7)
- Based on the purpose for which the video will be used (i.e., traditional classroom course vs. online course vs. institutional purposes) (8)
- Based on whether videos are public or only visible to certain students (9)
- Other (10) _____

Is the approach (including process, staff, criteria) that is used to create closed captioning for a video the same regardless of whether the video is produced for face-to-face traditional classroom course purposes, online course purposes, or institutional purposes?

- No (1)
- Yes (2)
- Unsure (3)
- Not applicable (4)

When you think about implementation of closed captioning across your entire institution, to what extent is it systematic?

- Not at all systematic (1)
- Somewhat systematic (2)
- Systematic (3)
- Very systematic (4)
- I don't know (5)

Regarding closed captioning at your institution, please check all that apply.

- A centralized policy exists for captioning (1)
- A centralized budget exists for captioning (2)
- A centralized operations team exists for captioning (3)
- No aspects of captioning are centralized (4)
- I don't know about centralization of captioning at my institution (5)

In general, which of the following best characterizes your institution's underlying approach to closed captioning?

- Primarily proactive (designing for accessibility is prioritized even if it is not requested) (1)
- More proactive than reactive (2)
- Approximately equally proactive and reactive (3)
- More reactive than proactive (4)
- Primarily reactive (designing for accessibility is done only after accommodations are requested) (5)

When your institution does create closed captioning for videos, what are the reasons why? Check all that apply.

- To be in compliance with the law (1)
- To support the needs of all learners (2)
- To create a learning environment that is aligned with the mission of the institution (3)
- To address a significant need at our institution (4)
- To be in compliance with institutional policies (5)
- To avoid potential litigation (6)
- In response to faculty demand (7)
- In response to accommodation requests (8)
- In response to student demand that is not accommodation-related (9)
- Because research supports a connection between caption use and positive learning outcomes (10)
- I don't know (11)
- Other (12) _____

When your institution does not create closed captioning for videos, what are the reasons why closed captioning is not created? Check all that apply.

- It's too expensive (1)
- A budget doesn't exist (2)
- It's too time consuming (3)
- We don't know how to do it (4)
- We weren't aware it was something that should be done (5)
- Staffing is inadequate (6)
- Unclear whose responsibility it is (7)
- Lack technical capability (8)
- Don't have buy-in of administration to caption videos (9)
- Lack of general awareness (10)
- Concerned about copyright infringement (11)
- Faculty won't do it (12)
- This is not a genuine need at our institution (13)
- Currently not an institutional priority (14)
- I don't know (15)
- Other (16)

Within your institution, what barriers exist that interfere with effective implementation of closed captioning?

Outside of your institution, what barriers exist that interfere with effective implementation of closed captioning?

At your institution, which of the following are involved in deciding whether or not to create closed captioning for videos for face-to-face traditional classroom uses? Check all that apply.

- Office of Disability Services (1)
- Office of Information Technology (2)
- Provost (3)
- VP of Student Affairs (or equivalent) (4)
- Chief Information Officer (5)
- Chief Diversity Officer (6)
- Faculty Leadership (for example, Deans or Department Chairs) (7)
- Faculty members (8)
- Students (9)
- I don't know (10)
- Other (11) _____

Do any formal institutional guidelines exist to inform the closed captioning of videos that are created at your institution for face-to-face traditional classroom uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations)?

- No (1)
- Yes (2)
- Unsure (3)

If No Is Selected, Then Skip To At your institution, when videos are ...If Unsure Is Selected, Then Skip To At your institution, when videos are ...

Are these closed captioning guidelines systematically communicated to potential creators of videos for face-to-face traditional classroom uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations)?

- No (1)
- Yes (2)
- Unsure (3)

At your institution, when videos are created for face-to-face traditional classroom uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations), for how many videos is closed captioning created?

- For all videos (1)
- For most videos (2)
- For some videos (3)
- For no videos (4)
- I don't know (5)
- Not applicable (6)

If For no videos Is Selected, Then Skip To At your institution, which of the fol...If I don't know Is Selected, Then Skip To At your institution, which of the fol...If Not applicable Is Selected, Then Skip To At your institution, which of the fol...

At your institution, which of the following are involved in deciding which closed captioning solution to use for videos for face-to-face traditional classroom uses? Check all that apply.

- Office of Disability Services (1)
- Office of Information Technology (2)
- Provost (3)
- VP of Student Affairs (or equivalent) (4)
- Chief Information Officer (5)
- Chief Diversity Officer (6)
- Faculty Leadership (for example, Deans or Department Chairs) (7)
- Faculty members (8)
- Students (9)
- I don't know (10)
- Other (11) _____

When closed captioning is created for videos for face-to-face traditional classroom uses, who creates the closed captions? Check all that apply.

- The creator of the video (1)
- Staff who are dedicated to captioning (2)
- Office of Information Technology (3)
- Office of Disability Services (4)
- A third party, external to the institution (5)
- Automated software (6)
- I don't know (7)
- Other (8) _____
- Other (9) _____

At your institution, which of the following are involved in deciding whether or not to create closed captioning for videos for online course uses? Check all that apply.

- Office of Disability Services (1)
- Office of Information Technology (2)
- Provost (3)
- VP of Student Affairs (or equivalent) (4)
- Chief Information Officer (5)
- Chief Diversity Officer (6)
- Faculty Leadership (for example, Deans or Department Chairs) (7)
- Faculty members (8)
- Students (9)
- I don't know (10)
- Other (11) _____

Do any formal institutional guidelines exist to inform the closed captioning of videos that are created your institution for online course uses?

- No (1)
- Yes (2)
- Unsure (3)

If No Is Selected, Then Skip To At your institution, when videos are ...If Unsure Is Selected, Then Skip To At your institution, when videos are ...

Are these closed captioning guidelines systematically communicated to potential creators of videos for online course uses?

- No (1)
- Yes (2)
- Unsure (3)

At your institution, when videos are created for online course uses, for how many videos is closed captioning created?

- For all videos (1)
- For most videos (2)
- For some videos (3)
- For no videos (4)
- I don't know (5)
- Not applicable (6)

If For no videos Is Selected, Then Skip To At your institution, which of the fol...If I don't know Is Selected, Then Skip To At your institution, which of the fol...If Not applicable Is Selected, Then Skip To At your institution, which of the fol...

At your institution, which of the following are involved in deciding which closed captioning solution to use for videos for online course uses? Check all that apply.

- Office of Disability Services (1)
- Office of Information Technology (2)
- Provost (3)
- VP of Student Affairs (or equivalent) (4)
- Chief Information Officer (5)
- Chief Diversity Officer (6)
- Faculty Leadership (for example, Deans or Department Chairs) (7)
- Faculty members (8)
- Students (9)
- I don't know (10)
- Other (11) _____

When closed captioning is created for videos for online course uses, who creates the closed captions? Check all that apply.

- The creator of the video (1)
- Staff who are dedicated to captioning (2)
- Office of Information Technology (3)
- Office of Disability Services (4)
- A third party, external to the institution (5)
- Automated software (6)
- I don't know (7)
- Other (8) _____

At your institution, which of the following are involved in deciding whether or not to create closed captioning for videos for institutional purposes (for example, for marketing or alumni outreach)? Check all that apply.

- Office of Disability Services (1)
- Office of Information Technology (2)
- Provost (3)
- VP of Student Affairs (or equivalent) (4)
- Chief Information Officer (5)
- Chief Diversity Officer (6)
- Faculty Leadership (for example, Deans or Department Chairs) (7)
- Faculty members (8)
- Students (9)
- I don't know (10)
- Other (11) _____

Do any formal institutional guidelines exist to inform the closed captioning of videos that are created your institution for institutional purposes (for example, for marketing or alumni outreach)?

- No (1)
- Yes (2)
- Unsure (3)

If No Is Selected, Then Skip To At your institution, when videos are ...If Unsure Is Selected, Then Skip To At your institution, when videos are ...

Are these closed captioning guidelines systematically communicated to potential creators of videos for institutional purposes (for example, for marketing or alumni outreach)?

- No (1)
- Yes (2)
- Unsure (3)

At your institution, when videos are created for institutional purposes (for example, for marketing or alumni outreach), for how many videos is closed captioning created?

- For all videos (1)
- For most videos (2)
- For some videos (3)
- For no videos (4)
- I don't know (5)
- Not applicable (6)

If For no videos Is Selected, Then Skip To Does your institution monitor closed ...If I don't know Is Selected, Then Skip To Does your institution monitor closed ...If Not applicable Is Selected, Then Skip To Does your institution monitor closed ...

At your institution, which of the following are involved in deciding which closed captioning solution to use for videos for institutional purposes? Check all that apply.

- Office of Disability Services (1)
- Office of Information Technology (2)
- Provost (3)
- VP of Student Affairs (or equivalent) (4)
- Chief Information Officer (5)
- Chief Diversity Officer (6)
- Faculty Leadership (for example, Deans or Department Chairs) (7)
- Faculty members (8)
- Students (9)
- I don't know (10)
- Other (11) _____

When closed captioning is created for videos for institutional purposes, who creates the closed captions? Check all that apply.

- The creator of the video (1)
- Staff who are dedicated to captioning (2)
- Office of Information Technology (3)
- Office of Disability Services (4)
- A third party, external to the institution (5)
- Automated software (6)
- I don't know (7)
- Other (8) _____

Does your institution monitor closed captioning compliance?

- No (1)
- Yes (2)
- Unsure (3)

Is creation of closed captions for videos at your institution part of a campus-wide initiative?

- No (1)
- Yes (2)
- Unsure (3)

If No Is Selected, Then Skip To Which of the following factors inform...If Unsure Is Selected, Then Skip To Which of the following factors inform...

Please briefly describe the campus-wide initiative that creation of closed captions for videos is part of at your institution.

Which of the following factors inform the size of the budget for closed captioning at your institution? (Check all that apply.)

- The number of students who request accommodation that requires captioning (1)
- Enrollment (2)
- Legal considerations (3)
- The amount of video content (4)
- Our accessibility budget as a whole (5)
- Other data from within this institution (6)
- Data from outside of this institution (7)
- Other (8) _____
- I don't know (9)

In your institution, where is the budget for closed captioning housed?

- Academic Affairs (1)
- Student Affairs (2)
- Disability Services (3)
- Information Technology (4)
- In more than one office or department (5)
- Other (6)
- I don't know (7)

What is your institution's budget for closed captioning?

- \$0 (1)
- \$1-\$10,000 (2)
- \$10,001 - \$50,000 (3)
- \$50,001 - \$100,000 (4)
- >\$100,000 (5)
- I don't know (6)

Do any institutional guidelines exist to inform the creation of videos that will be used at your institution?

Responses	Yes (1)	No (2)	Unsure (3)	Not applicable (4)
For face-to-face traditional classroom uses or educational purposes (for example, for video lectures, lab demos, or voice-over PowerPoint presentations) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For online course uses or educational purposes (for example, for video lectures, lab demos, or voice-over PowerPoint presentations) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For institutional purposes (for example, for marketing or alumni outreach) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your institution track or inventory in some way the videos that are created at your institution?

Responses	Yes (1)	No (2)	Unsure (3)	Not applicable (4)
For face-to-face traditional classroom uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For online course uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For institutional purposes (for example, for marketing or alumni outreach) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Who at your institution is permitted to post videos for the public on your university or college website (for example, for marketing or alumni outreach purposes)? Check all that apply.

- Any staff members (1)
- Any administration members (2)
- Any faculty member (3)
- Any students (4)
- Designated individuals only (Please identify their titles.) (5) _____
- Designated offices only (Please identify the offices--for example, Media Services.) (6) _____
- Other (7) _____

A transcript is a text document that represents the entire spoken audio of a video or audio file. A transcript is a separate document that can be read or printed. For how many videos are transcripts created at your institution?

Responses	For all videos (1)	For most videos (2)	For some videos (3)	For no videos (4)	I don't know (5)
For face-to-face traditional classroom uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For online course uses (for example, for video lectures, lab demos, or voice-over PowerPoint presentations) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For institutional purposes (for example, for marketing or alumni outreach) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

With which of the following regional accrediting agencies is your institution affiliated?

- Higher Learning Commission (HLC) (1)
- Middle States Commission on Higher Education (MSCHE) (2)
- New England Association of Schools and Colleges (NEASC) (3)
- Northwest Commission on Colleges and Universities (4)
- Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) (5)
- Western Association of Schools and Colleges (6)
- Other (7)

Which of the following best describes your institution?

- University, PhD/MD/JD/EdD (1)
- University, Bachelors and Masters (2)
- Bachelors but not graduate degrees (3)
- Two year college (4)
- Community College (5)
- Technical/trade/vocational (6)
- Professional school (7)
- Other (please describe) (8) _____

Which of the following best describes your institution?

- Public (1)
- Private (2)
- Other (please describe) (3) _____

Are you part of a larger campus system?

- No (1)
- Yes (2)
- I don't know (3)

How many students are enrolled at your institution?

- 1,000 or less (1)
- 1,001 – 5,000 (2)
- 5,001 – 10,000 (3)
- 10,001 – 20,000 (4)
- 20,001 – 30,000 (5)
- 30,001 – 40,000 (6)
- 40,001 – 50,000 (7)
- 50,000+ (8)

Approximately how many online courses are being offered at your institution in the current academic year?

- None (1)
- 1-50 (2)
- 51-100 (3)
- 101+ (4)
- I don't know (5)
- Other (please describe) (6) _____

Does your institution offer Massive Open Online Courses (MOOCs)?

- No (1)
- Yes (2)
- I don't know (3)

How many students are enrolled in fully online courses at your institution?

- 1,000 or less (1)
- 1,001 – 5,000 (2)
- 5,001 – 10,000 (3)
- 10,001 – 20,000 (4)
- 20,001 – 30,000 (5)
- 30,001 – 40,000 (6)
- 40,001 – 50,000 (7)
- 50,000+ (8)
- I don't know (9)

Approximately how many full-time faculty do you have on your campus?

- 1-50 (1)
- 51-100 (2)
- 101-150 (3)
- 151-200 (4)
- 201-250 (5)
- 251-300 (6)
- 301-350 (7)
- 351-400 (8)
- 401-450 (9)
- 450-501 (10)
- 501+ (11)

Approximately how many part-time or adjunct faculty do you have on your campus?

- 1-50 (1)
- 51-100 (2)
- 101-150 (3)
- 151-200 (4)
- 201-250 (5)
- 251-300 (6)
- 301-350 (7)
- 351-400 (8)
- 401-450 (9)
- 450-501 (10)
- 501+ (11)

If you would like to be notified of the final report resulting from this research or if you would like to be entered into a raffle to receive one of five 10-hour captioning credits valued by 3Play Media at \$1,500, please click on or copy the following link into your browser to be taken to a separate survey.

[link]

If you have questions about this research, you can contact Dr. Katie Linder, Research Director for Extended Campus at Oregon State University, at kathryn.linder@oregonstate.edu.

APPENDIX B: DATA TABLES

WITH WHICH OF THE FOLLOWING REGIONAL ACCREDITING AGENCIES IS YOUR INSTITUTION AFFILIATED?

Responses	Frequency
Higher Learning Commission (HLC)	17
Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)	9
Northwest Commission on Colleges and Universities	6
Middle States Commission on Higher Education (MSCHE)	3
New England Association of Schools and Colleges (NEASC)	3
Western Association of Schools and Colleges	3
Other (please identify)	1

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR INSTITUTION?

Responses	Frequency
University, PhD/MD/JD/EdD	21
University, Bachelors and Masters	11
Community College	8
Bachelors but not graduate degrees	2
Two year college	1
Professional school	1
Technical/trade/vocational	0
Other (please describe)	0

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR INSTITUTION?

Responses	Frequency
Public	36
Private	8
Others	0

ARE YOU PART OF A LARGER CAMPUS SYSTEM?

Responses	Frequency	Percentage
Yes	21	47.7%
No	21	47.7%
I don't know	2	4.5%
Total	44	100%

HOW MANY STUDENTS ARE ENROLLED AT YOUR INSTITUTION?

Responses	Frequency	Percentage
1,000 or less	1	2.3%
1,001 – 5,000	8	18.2%
5,001 – 10,000	4	9.1%
10,001 – 20,000	12	27.3%
20,001 – 30,000	7	15.9%
30,001 – 40,000	7	15.9%
40,001 – 50,000	4	9.1%
50,000+	1	2.3%
Total	44	100%

APPROXIMATELY HOW MANY ONLINE COURSES ARE BEING OFFERED AT YOUR INSTITUTION IN THE CURRENT ACADEMIC YEAR?

Responses	Frequency	Percentage
None	1	2.3%
1-50	3	6.8%
51-100	8	18.2%
101 or more	18	38.6%
I don't know	14	31.8%
Other	1	2.3%
Total	44	100%

DOES YOUR INSTITUTION OFFER MASSIVE OPEN ONLINE COURSES (MOOCS)?

Responses	Frequency	Percentage
No	28	63.6%
Yes	11	25.0%
I don't know	5	11.4%
Total	44	100%

HOW MANY STUDENTS ARE ENROLLED IN FULLY ONLINE COURSES AT YOUR INSTITUTION?

Responses	Frequency	Percentage
1,000 or less	7	15.9%
1,001 – 5,000	6	13.6%
5,001 – 10,000	5	11.4%
10,001 – 20,000	2	4.5%
20,001 – 30,000	1	2.3%
30,001 – 40,000	0	0%
40,001 – 50,000	0	0%
50,000+	0	0%
I don't know	23	52.3%
Total	44	100%

APPROXIMATELY HOW MANY FULL-TIME FACULTY DO YOU HAVE ON YOUR CAMPUS?

Responses	Frequency	Percentage
1-50	3	9.7%
51-100	3	9.7%
101-150	2	6.5%
151-200	1	3.2%
201-250	1	3.2%
251-300	1	3.2%
301-350	1	3.2%
351-400	0	0%
401-450	1	3.2%
450-501	3	9.7%
501+	15	48.4%
Total	31	100%

APPROXIMATELY HOW MANY PART-TIME FACULTY DO YOU HAVE ON YOUR CAMPUS?

Responses	Frequency	Percentage
1-50	4	16%
51-100	2	8%
101-150	2	8%
151-200	1	4%
201-250	5	20%
251-300	1	4%
301-350	1	4%
351-400	1	4%
401-450	0	0%
450-501	0	0%
501+	8	32%
Total	25	100%

HOW CONFIDENT ARE YOU THAT YOU UNDERSTAND WHAT IT MEANS FOR YOUR INSTITUTION TO BE IN COMPLIANCE WITH FEDERAL AND STATE ACCESSIBILITY LAWS REGARDING CLOSED CAPTIONING?

Responses	Frequency	Percentage
Very unconfident	1	2.1%
Unconfident	3	6.4%
Neither unconfident not confident	5	10.6%
Confident	18	38.3%
Very confident	20	42.6%
Total	47	100%

WHICH BEST DESCRIBES YOUR UNDERSTANDING OF WHAT IT MEANS FOR YOUR INSTITUTION TO BE IN COMPLIANCE WITH FEDERAL AND STATE ACCESSIBILITY LAWS REGARDING CLOSED CAPTIONING?

Responses	Frequency	Percentage
We are not legally required to provide any closed captions	0	0%
We are required to provide closed captions only in the case of a deaf student or if a student makes an accommodation request	9	19.1%
We are required to proactively caption some of our videos	4	8.5%
We are required to proactively caption most of our videos	9	19.1%
We are required to proactively caption all of our videos	24	51.1%
I don't know	1	2.1%
Total	47	100%

TO WHAT EXTENT DO YOU BELIEVE YOUR INSTITUTION IS MEETING CLOSED CAPTIONING REQUIREMENTS?

Responses	Frequency	Percentage
Not at all	1	2.1%
Partially meeting requirements	37	78.7%
Meeting requirements	7	14.9%
Exceeding requirements	1	2.1%
Unsure	1	2.1%
Total	47	100%

AT YOUR INSTITUTION, HAVE CRITERIA BEEN ARTICULATED FOR DETERMINING WHAT CONSTITUTES EFFECTIVE CLOSED CAPTIONING?

Responses	Frequency	Percentage
Yes	17	36.2%
No	23	48.9%
I don't know	7	14.9%
Total	47	100%

HOW ARE THESE CRITERIA COMMUNICATED TO POTENTIAL VIDEO CREATORS?

Responses	Frequency
Via a disability support office	15
Website	13
Written policy	8
Via a technology support office	8
Via a pedagogical support office (e.g. a Center for Teaching and Learning)	6
Via faculty leadership	5
Other	5
I don't know	1

AT YOUR INSTITUTION, IS CLOSED CAPTIONING EVER CREATED FOR ANY VIDEOS?

Responses	Frequency	Percentage
Yes	41	87.2%
No	1	2.1%
I don't know	5	10.6%
Total	47	100%

WHEN CLOSED CAPTIONING FOR VIDEOS IS CREATED, WHO AT YOUR INSTITUTION IS RESPONSIBLE FOR ENSURING THAT THE CLOSED CAPTIONS ARE EFFECTIVE (I.E., HIGH QUALITY, ACCURATE, ACCESSIBLE)?

Responses	Frequency
Office of Disability Services	22
The creator of the video	21
Staff who are dedicated to closed captions	18
A third party outside of this institution	18
Office of Information Technology	8
No one is designated to do this	7
I don't know	6
Other	5
Automated software	3

HOW DO YOU PRIORITIZE VIDEOS FOR CLOSED CAPTIONING?

Responses	Frequency
By request	25
Because on whether there exists a need to create equivalent access exists	22
Based on the purpose for which the video will be used (i.e., traditional classroom course vs. online course vs. institutional purposes)	16
Based on whether videos are public or only visible to certain students	15
Based on as much as budget will permit	7
Based on course enrollment	6
Other	6
All videos are captioned	5
Based on video popularity	5
By course content/subject matter (i.e. certain courses get priority)	3

IS THE APPROACH (INCLUDING PROCESS, STAFF, CRITERIA) THAT IS USED TO CREATE CLOSED CAPTIONING FOR A VIDEO THE SAME REGARDLESS OF WHETHER THE VIDEO IS PRODUCED FOR FACE-TO-FACE TRADITIONAL CLASSROOM COURSE PURPOSES, ONLINE COURSE PURPOSES, OR INSTITUTIONAL PURPOSES?

Responses	Frequency	Percentage
Yes	15	37.5%
No	16	40%
Unsure	7	17.5%
Not applicable	2	5%
Total	40	100%

WHEN YOU THINK ABOUT IMPLEMENTATION OF CLOSED CAPTIONING ACROSS YOUR ENTIRE INSTITUTION, TO WHAT EXTENT IS IT SYSTEMATIC?

Responses	Frequency	Percentage
Not at all systematic	22	55%
Somewhat systematic	12	30%
Systematic	4	10%
Very systematic	1	2.5%
I don't know	1	2.5%
Total	40	100%

REGARDING CLOSED CAPTIONING AT YOUR INSTITUTION, PLEASE CHECK ALL THAT APPLY.

Responses	Frequency
No aspects of captioning are centralized	20
A centralized policy exists for captioning	13
A centralized operations team exists for captioning	11
A centralized budget exists for captioning	9
I don't know about centralization of captioning at my institution	3

IN GENERAL, WHICH OF THE FOLLOWING BEST CHARACTERIZES YOUR INSTITUTION'S UNDERLYING APPROACH TO CLOSED CAPTIONING?

Responses	Frequency	Percentage
Primarily proactive (designing for accessibility is prioritized even if it is not requested)	5	12.5%
More proactive than reactive	5	12.5%
Approximately equally proactive and reactive	5	12.5%
More reactive than proactive	16	40%
Primarily reactive (designing for accessibility is done only after accommodations are requested)	9	22.5%
Total	40	100%

WHEN YOUR INSTITUTION DOES CREATE CLOSED CAPTIONING FOR VIDEOS, WHAT ARE THE REASONS WHY?

Responses	Frequency
To be in compliance with the law	37
To avoid potential litigation	35
In response to accommodation requests	33
To support the needs of all learners	29
To create a learning environment that is aligned with the mission of the institution	20
To be in compliance with institutional policies	14
Because research supports a connection between caption use and positive learning outcomes	13
To address a significant need at our institution	11
In response to faculty demand	11
In response to student demand that is not accommodation-related	4
I don't know	1
Other	0

WHEN YOUR INSTITUTION DOES NOT CREATE CLOSED CAPTIONING FOR VIDEOS, WHAT ARE THE REASONS WHY CLOSED CAPTIONING IS NOT CREATED?

Responses	Frequency
Lack of general awareness	26
A budget doesn't exist	23
Staffing is inadequate	22
Unclear whose responsibility it is	22
Don't have buy-in of administration to caption videos	20
It's too time consuming	19
Faculty won't do it	18
It's too expensive	18
Currently not an institutional priority	15
We weren't aware it was something that should be done	8
We don't know how to do it	7
Lack technical capability	6
Concerned about copyright infringement	6
Other	3
I don't know	1
This is not a genuine need at our institution	0

AT YOUR INSTITUTION, WHICH OF THE FOLLOWING ARE INVOLVED IN DECIDING WHETHER OR NOT TO CREATE CLOSED CAPTIONING FOR VIDEOS FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES?

Responses	Frequency
Office of Disability Services	28
Faculty members	17
Students	9
Faculty Leadership (for example, deans or department chairs)	8
Other	6
Office of Information Technology	6
I don't know	4
VP of Student Affairs (or equivalent)	3
Chief Information Officer	2
Provost	2
Chief Diversity Officer	1

DO ANY FORMAL INSTITUTIONAL GUIDELINES EXIST TO INFORM THE CLOSED CAPTIONING OF VIDEOS THAT ARE CREATED AT YOUR INSTITUTION FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)?

Responses	Frequency	Percentage
Yes	15	38.5%
No	14	35.9%
Unsure	10	25.6%
Total	39	100%

ARE THESE CLOSED CAPTIONING GUIDELINES SYSTEMATICALLY COMMUNICATED TO POTENTIAL CREATORS OF VIDEOS FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)?

Responses	Frequency	Percentage
Yes	6	46.2%
No	7	53.8%
Unsure	0	0
Total	13	100%

AT YOUR INSTITUTION, WHEN VIDEOS ARE CREATED FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS), FOR HOW MANY VIDEOS IS CLOSED CAPTIONING CREATED?

Responses	Frequency	Percentage
For all videos	2	5.1%
For most videos	0	0
For some videos	21	53.8%
For no videos	2	5.1%
I don't know	13	33.3%
Not applicable	1	2.6%
Total	39	100%

AT YOUR INSTITUTION, WHICH OF THE FOLLOWING ARE INVOLVED IN DECIDING WHICH CLOSED CAPTIONING SOLUTION TO USE FOR VIDEOS FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES?

Responses	Frequency
Office of Disability Services	18
Faculty members	10
Office of Information Technology	9
Faculty Leadership (for example, deans or department chairs)	4
Other	4
Students	3
Provost	2
VP of Student Affairs (or equivalent)	1
Chief Information Officer	1
Chief Diversity Officer	0
I don't know	0

WHEN CLOSED CAPTIONING IS CREATED FOR VIDEOS FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES, WHO CREATES THE CLOSED CAPTIONS?

Responses	Frequency
A third party, external to the institution	17
The creator of the video	14
Office of Disability Services	13
Staff who are dedicated to captioning	8
Automated software	3
Other	3
Office of Information Technology	2
I don't know	0

AT YOUR INSTITUTION, WHICH OF THE FOLLOWING ARE INVOLVED IN DECIDING WHETHER OR NOT TO CREATE CLOSED CAPTIONING FOR VIDEOS FOR ONLINE COURSE USES?

Responses	Frequency
Office of Disability Services	20
Faculty members	19
Other	15
Office of Information Technology	10
Faculty Leadership (for example, deans or department chairs)	9
Students	5
Provost	5
I don't know	4
VP of Student Affairs (or equivalent)	1
Chief Information Officer	1
Chief Diversity Officer	0

DO ANY FORMAL INSTITUTIONAL GUIDELINES EXIST TO INFORM THE CLOSED CAPTIONING OF VIDEOS THAT ARE CREATED FOR YOUR INSTITUTION FOR ONLINE COURSE USES?

Responses	Frequency	Percentage
Yes	15	39.5%
No	14	36.8%
Unsure	9	23.7%
Total	38	100%

ARE THESE CLOSED CAPTIONING GUIDELINES SYSTEMATICALLY COMMUNICATED TO POTENTIAL CREATORS OF VIDEOS FOR ONLINE COURSE USES?

Responses	Frequency	Percentage
Yes	10	66.7%
No	3	20
Unsure	2	13.3%
Total	15	100%

AT YOUR INSTITUTION, WHEN VIDEOS ARE CREATED FOR ONLINE COURSE USES, FOR HOW MANY VIDEOS IS CLOSED CAPTIONING CREATED?

Responses	Frequency	Percentage
For all videos	4	10.5%
For most videos	8	21.1%
For some videos	15	39.5%
For no videos	0	0
I don't know	11	28.9%
Total	38	100%

AT YOUR INSTITUTION, WHICH OF THE FOLLOWING ARE INVOLVED IN DECIDING WHICH CLOSED CAPTIONING SOLUTION TO USE FOR VIDEOS FOR ONLINE COURSE USES?

Responses	Frequency
Office of Disability Services	17
Other	16
Faculty members	14
Office of Information Technology	12
Faculty Leadership (for example, deans or department chairs)	5
Provost	4
Students	3
I don't know	1
VP of Student Affairs (or equivalent)	1
Chief Information Officer	1
Chief Diversity Officer	0

WHEN CLOSED CAPTIONING IS CREATED FOR VIDEOS FOR ONLINE COURSE USES, WHO CREATES THE CLOSED CAPTIONS?

Responses	Frequency
A third party, external to the institution	19
The creator of the video	18
Office of Disability Services	11
Staff who are dedicated to captioning	8
Other	6
Automated software	5
Office of Information Technology	3
I don't know	1

AT YOUR INSTITUTION, WHICH OF THE FOLLOWING ARE INVOLVED IN DECIDING WHETHER OR NOT TO CREATE CLOSED CAPTIONING FOR VIDEOS FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH)?

Responses	Frequency
Other	18
I don't know	12
Office of Information Technology	9
Office of Disability Services	7
Chief Information Officer	7
VP of Student Affairs (or equivalent)	6
Faculty Leadership (for example, deans or department chairs)	5
Provost	3
Faculty members	3
Chief Diversity Officer	1
Students	0

DO ANY FORMAL INSTITUTIONAL GUIDELINES EXIST TO INFORM THE CLOSED CAPTIONING OF VIDEOS THAT ARE CREATED YOUR INSTITUTION FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH)?

Responses	Frequency	Percentage
Yes	8	21.1%
No	14	36.8%
Unsure	16	42.1%
Total	0	100%

ARE THESE CLOSED CAPTIONING GUIDELINES SYSTEMATICALLY COMMUNICATED TO POTENTIAL CREATORS OF VIDEOS FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH)?

Responses	Frequency	Percentage
Yes	4	50%
No	3	37.5%
Unsure	1	12.5%
Total	8	100%

AT YOUR INSTITUTION, WHEN VIDEOS ARE CREATED FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH), FOR HOW MANY VIDEOS IS CLOSED CAPTIONING CREATED?

Responses	Frequency	Percentage
For all videos	3	7.9%
For most videos	4	10.5%
For some videos	13	34.2%
For no videos	2	5.3%
I don't know	16	42.1%
Not applicable	0	0
Total	38	100%

AT YOUR INSTITUTION, WHICH OF THE FOLLOWING ARE INVOLVED IN DECIDING WHICH CLOSED CAPTIONING SOLUTION TO USE FOR VIDEOS FOR INSTITUTIONAL PURPOSES?

Responses	Frequency
Other	9
Office of Information Technology	9
VP of Student Affairs (or equivalent)	4
Office of Disability Services	4
Faculty Leadership (for example, deans or department chairs)	4
Faculty members	3
Chief Information Officer	3
I don't know	3
Provost	1
Students	1
Chief Diversity Officer	0

WHEN CLOSED CAPTIONING IS CREATED FOR VIDEOS FOR INSTITUTIONAL PURPOSES, WHO CREATES THE CLOSED CAPTIONS?

Responses	Frequency
A third party, external to the institution	14
The creator of the video	13
Staff who are dedicated to captioning	7
Other	6
Office of Disability Services	4
Office of Information Technology	3
Automated software	2
I don't know	2

DOES YOUR INSTITUTION MONITOR CLOSED CAPTIONING COMPLIANCE?

Responses	Frequency	Percentage
Yes	10	26.3%
No	20	52.6%
Unsure	8	21.1%
Total	38	100%

IS THE CREATION OF CLOSED CAPTIONS FOR VIDEOS AT YOUR INSTITUTION PART OF A CAMPUS-WIDE INITIATIVE?

Responses	Frequency	Percentage
Yes	9	23.7%
No	23	60.5%
Unsure	6	15.8%
Total	38	100%

WHICH OF THE FOLLOWING FACTORS INFORM THE SIZE OF THE BUDGET FOR CLOSED CAPTIONING AT YOUR INSTITUTION?

Responses	Frequency
The number of students who request accommodation that requires captioning	18
Our accessibility budget as a whole	12
the amount of video content	8
Other	6
I don't know	5
Legal considerations	5
Enrollment	2
Other data from within this institution	2
Data from outside of this institution	0

IN YOUR INSTITUTION, WHERE IS THE BUDGET FOR CLOSED CAPTIONING HOUSED?

Responses	Frequency	Percentage
Academic Affairs	3	7.9%
Student Affairs	0	0%
Disability Services	12	31.6%
Information Technology	5	13.2%
In more than one office or department	8	21.1%
Other	5	13.2%
I don't know	5	13.2%
Total	38	100%

WHAT IS YOUR INSTITUTION'S BUDGET FOR CLOSED CAPTIONING?

Responses	Frequency	Percentage
\$0	4	10.5%
\$1-\$10,000	7	18.4%
\$10,001 - \$50,000	6	15.8%
\$50,001 - \$100,000	2	5.3%
>\$100,000	1	2.6%
I don't know	18	47.4%
Total	38	100%

DO ANY INSTITUTIONAL GUIDELINES EXIST TO INFORM THE CREATION OF VIDEOS THAT WILL BE USED AT YOUR INSTITUTION?

a) FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES OR EDUCATIONAL PURPOSES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)

Responses	Frequency	Percentage
Yes	13	31.0%
No	17	40.5%
Unsure	12	28.6%
Total	42	100%

b) FOR ONLINE COURSE USES OR EDUCATIONAL PURPOSES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)

Responses	Frequency	Percentage
Yes	18	41.9%
No	14	32.6%
Unsure	11	25.6%
Total	43	100%

c) FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH)

Responses	Frequency	Percentage
Yes	8	18.6%
No	15	34.9%
Unsure	20	46.5%
Total	43	100%

DOES YOUR INSTITUTION TRACK OR INVENTORY IN SOME WAY THE VIDEOS THAT ARE CREATED AT YOUR INSTITUTION?

a) FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)

Responses	Frequency	Percentage
Yes	11	26.8%
No	19	46.3%
Unsure	11	26.8%
Total	41	100%

b) FOR ONLINE COURSE USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)

Responses	Frequency	Percentage
Yes	13	31.0%
No	16	38.1%
Unsure	13	31.0%
Total	42	100%

c) FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH)

Responses	Frequency	Percentage
Yes	7	16.7%
No	16	38.1%
Unsure	19	45.2%
Total	42	100%

WHO AT YOUR INSTITUTION IS PERMITTED TO POST VIDEOS FOR THE PUBLIC ON YOUR UNIVERSITY OR COLLEGE WEBSITE (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH PURPOSES)?

Responses	Frequency
Designated offices only	18
Any faculty members	13
Designated individuals only	12
Any staff members	12
Any administration members	11
Other	9
Any students	0

A TRANSCRIPT IS A TEXT DOCUMENT THAT REPRESENTS THE ENTIRE SPOKEN AUDIO OF A VIDEO OR AUDIO FILE. A TRANSCRIPT IS A SEPARATE DOCUMENT THAT CAN BE READ OR PRINTED. FOR HOW MANY VIDEOS ARE TRANSCRIPTS CREATED AT YOUR INSTITUTION?

a) FOR FACE-TO-FACE TRADITIONAL CLASSROOM USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)

Responses	Frequency	Percentage
For all videos	3	11.5%
For most videos	1	3.8%
For some videos	15	57.7%
For no videos	7	26.9%
Total	26	100%

b) FOR ONLINE COURSE USES (FOR EXAMPLE, FOR VIDEO LECTURES, LAB DEMOS, OR VOICE-OVER POWERPOINT PRESENTATIONS)

Responses	Frequency	Percentage
For all videos	4	12.1%
For most videos	3	9.1%
For some videos	20	60.6%
For no videos	6	18.2%
Total	33	100%

c) FOR INSTITUTIONAL PURPOSES (FOR EXAMPLE, FOR MARKETING OR ALUMNI OUTREACH)

Responses	Frequency	Percentage
For all videos	2	9.1%
For most videos	3	13.6%
For some videos	9	40.9%
For no videos	8	36.4%
Total	22	100%

About the Research Unit at Oregon State Ecampus

Vision

To support Oregon State University's mission and vision by conducting world-class research on online education that develops knowledge, serves our students and contributes to the economic, social, cultural and environmental progress of Oregonians, as well as national and international communities of teachers and learners.

Mission

The Ecampus Research Unit (ECRU) makes research actionable through the creation of evidence-based resources related to effective online teaching, learning and program administration toward the fulfillment of the goals of Oregon State's mission.

Specifically, the research unit conducts original research, creates and validates instruments, supports full-cycle assessment loops for internal programs, and provides resources to encourage faculty research and external grant applications related to online teaching and learning.

Research priorities

With nationally ranked online programs delivered by Oregon State Ecampus, the Ecampus Research Unit contributes to the field of online teaching and learning research in the following four areas:

- Access
- Quality
- Administrative Excellence
- Adult Learners

The ECRU prioritizes research that crosses multiple of these areas.

Contact

Website: ecampus.oregonstate.edu/research
Email: ecresearchunit@oregonstate.edu
Twitter: [@ecresearchunit](https://twitter.com/ecresearchunit)



About 3Play Media

3Play Media provides closed captioning, transcription, and subtitling services to more than 2,000 customers. What sets 3Play Media apart is their premium quality, fast turnaround, and tools that save time and cut costs. 3Play Media is directly integrated with most video platforms—making the process of captioning as simple as pushing a button. 3Play Media also provides interactive transcripts that make videos searchable and more engaging.

Having produced captions and transcripts for more than a million videos, they have developed deep expertise in transcribing all academic areas. 3Play Media has also developed numerous technologies with 8 patents (granted and pending) to optimize every aspect of the captioning and transcription process.

Learn more about 3Play Media at www.3playmedia.com/solutions/education/