



SAINT LOUIS UNIVERSITY



**CENTER FOR ACCESSIBILITY AND
DISABILITY RESOURCES**

Alt Text: The Center for Accessibility and Disability's office logo, which is the Saint Louis University fleur de lis in the SLU blue color with white outlines. Beneath the fleur de lis is Saint Louis University in SLU blue, followed underneath by a divider line in SLU blue, followed underneath by Center for Accessibility and Disability Resources in SLU blue.

Student Feedback Survey Report

2021-2022

Purpose

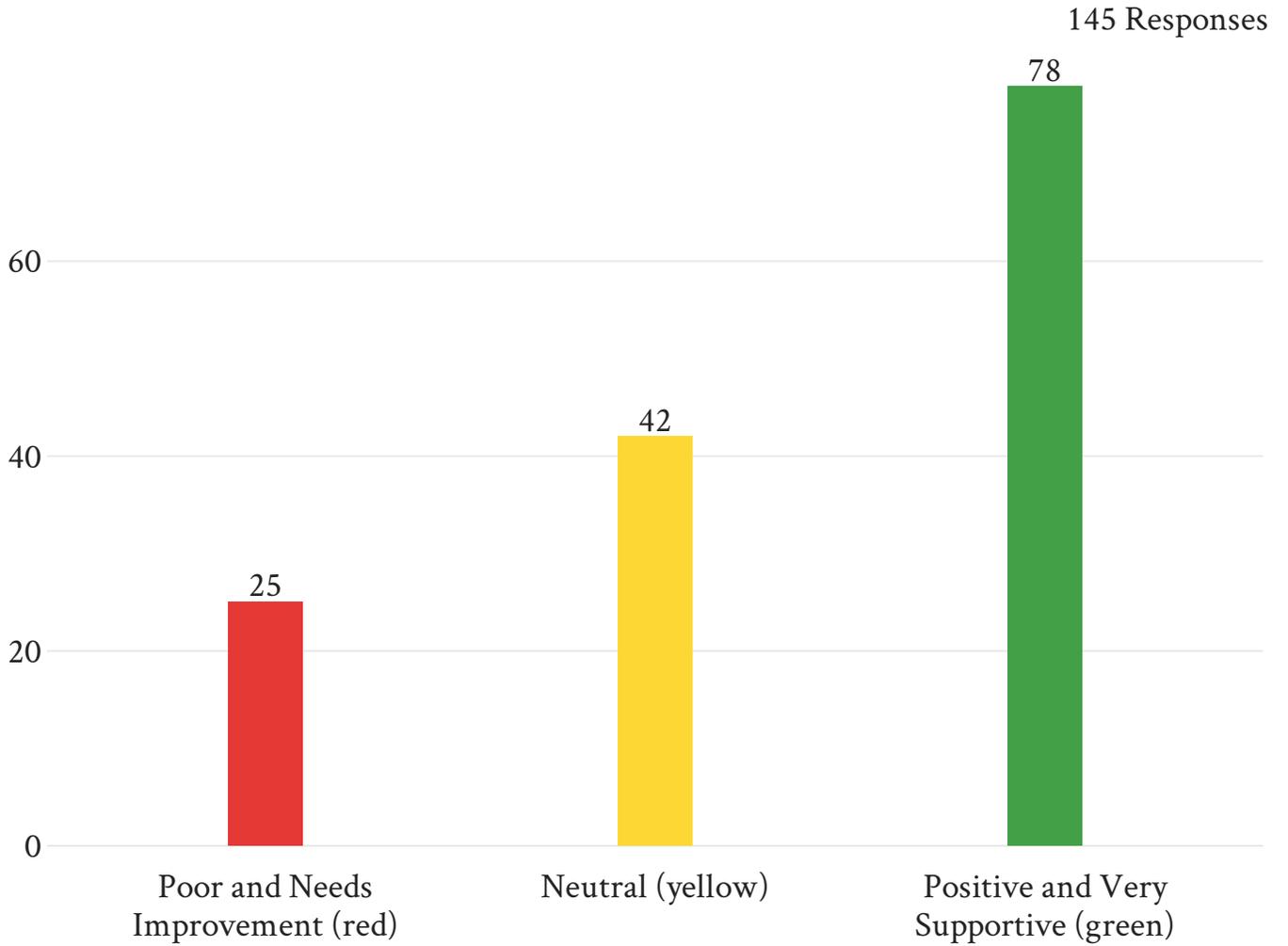
The purpose of this survey was to obtain student experiences and perspectives of the 2021-2022 academic year. The Center for Accessibility and Disability Resources' goal is to collect data and feedback from students to make continuous improvements to the services and resources provided. This survey is being made public for transparency and to show areas of growth and needs.*

The mission of the Center for Accessibility and Disability Resources is to foster equitable experiences for students with disabilities at Saint Louis University.

*** Some information collected during the survey is not being made public to honor anonymity.**

Q1. How would you rate the support you receive from CADR?

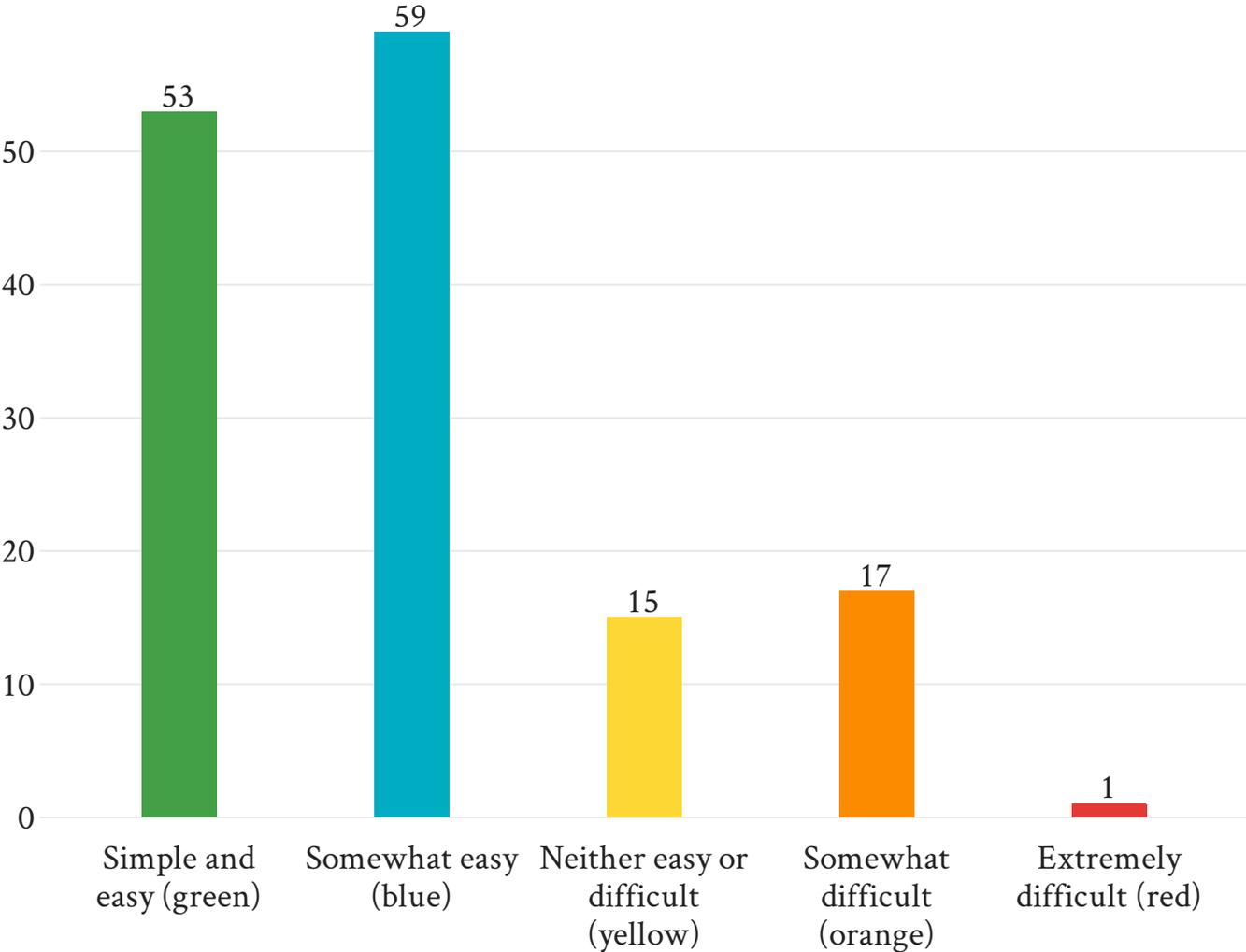
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Q2. How easy or difficult is it to obtain the resources and/or support that you need from CADR?

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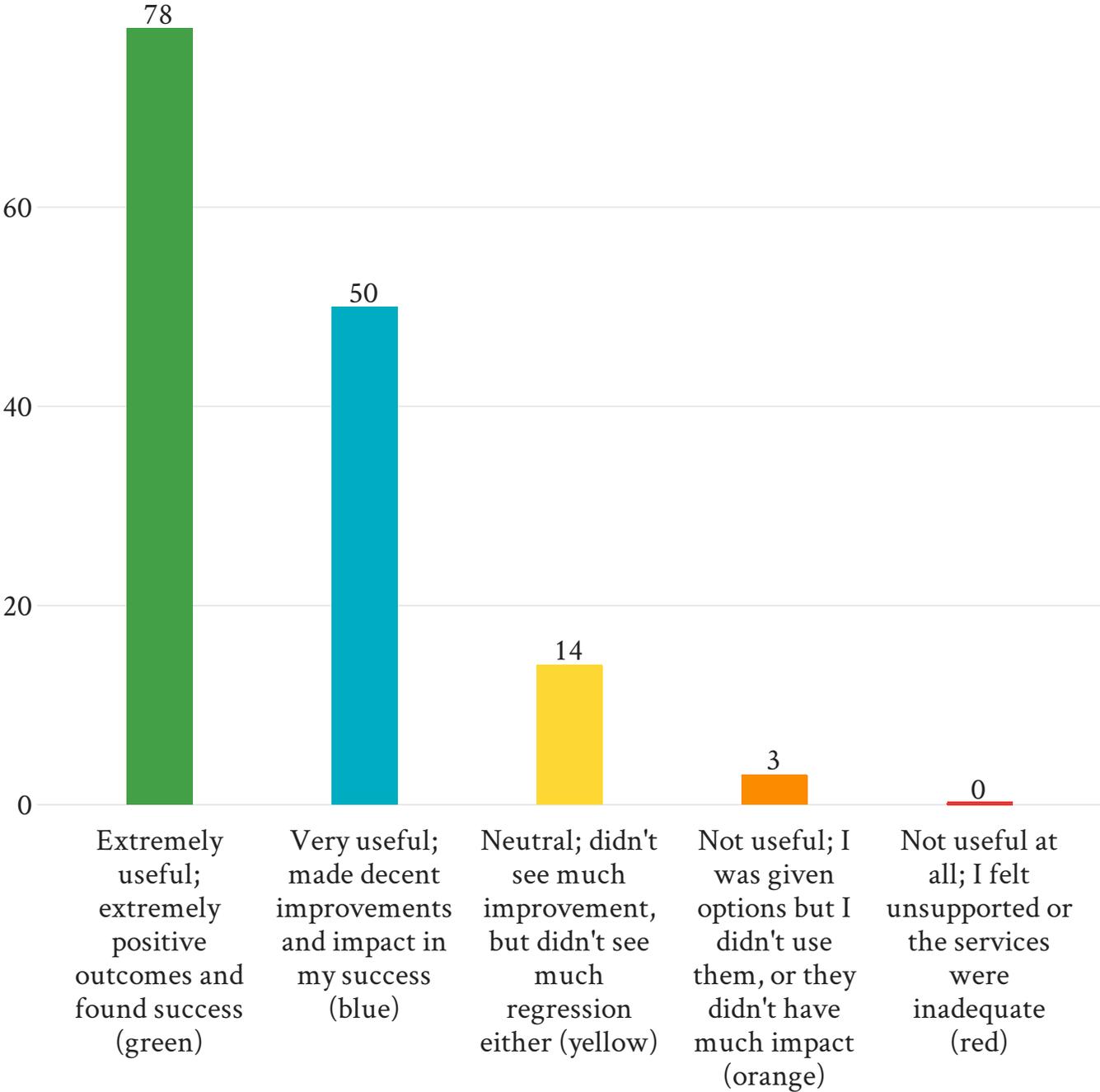
145 Responses



Q3. How useful are the services provided through CADR (academic and housing accommodations, testing centers, general advising, etc.)?

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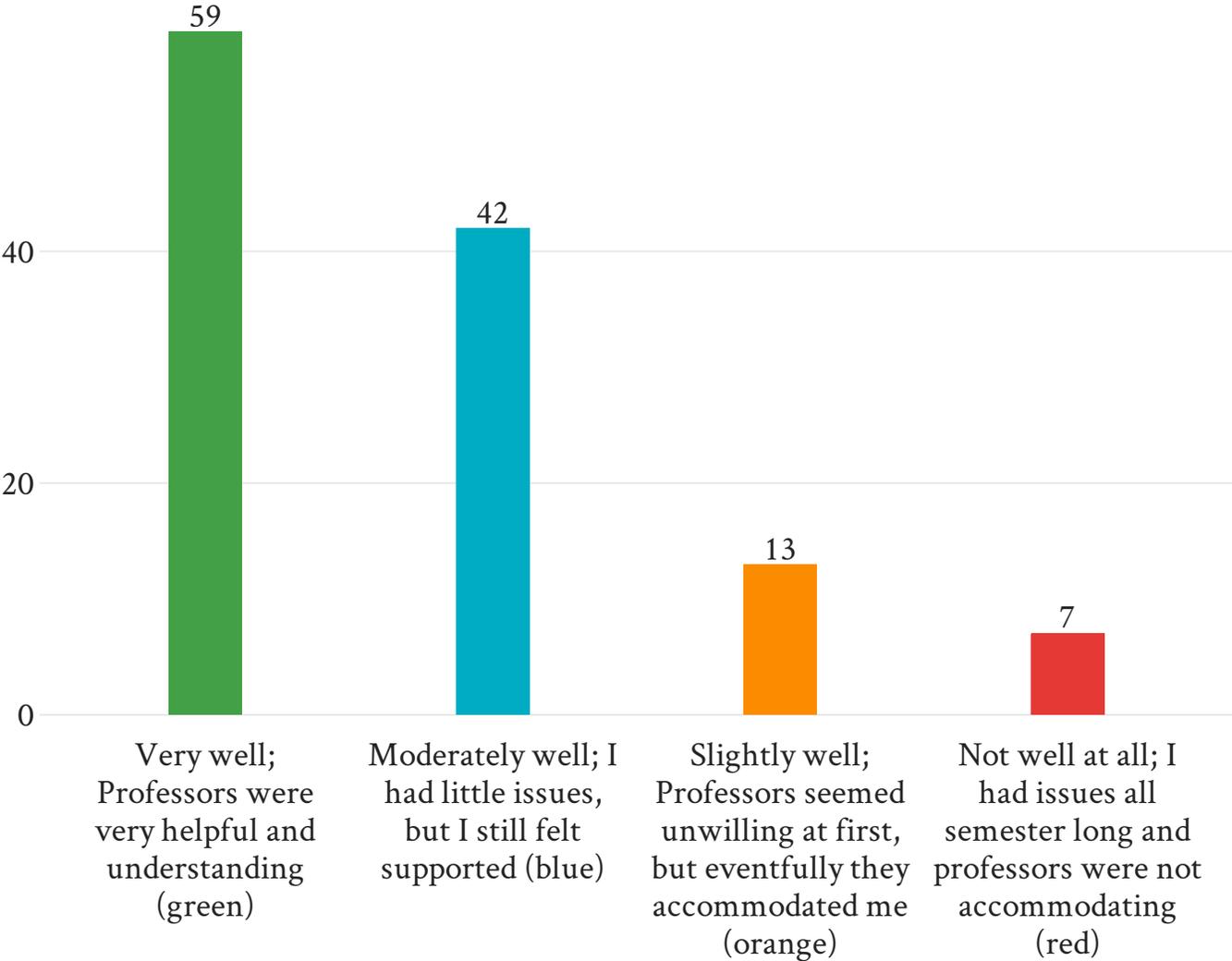
145 Responses



Q4. Overall, how well do professors and instructors at Saint Louis University accommodate to your needs and implement your approved accommodations?

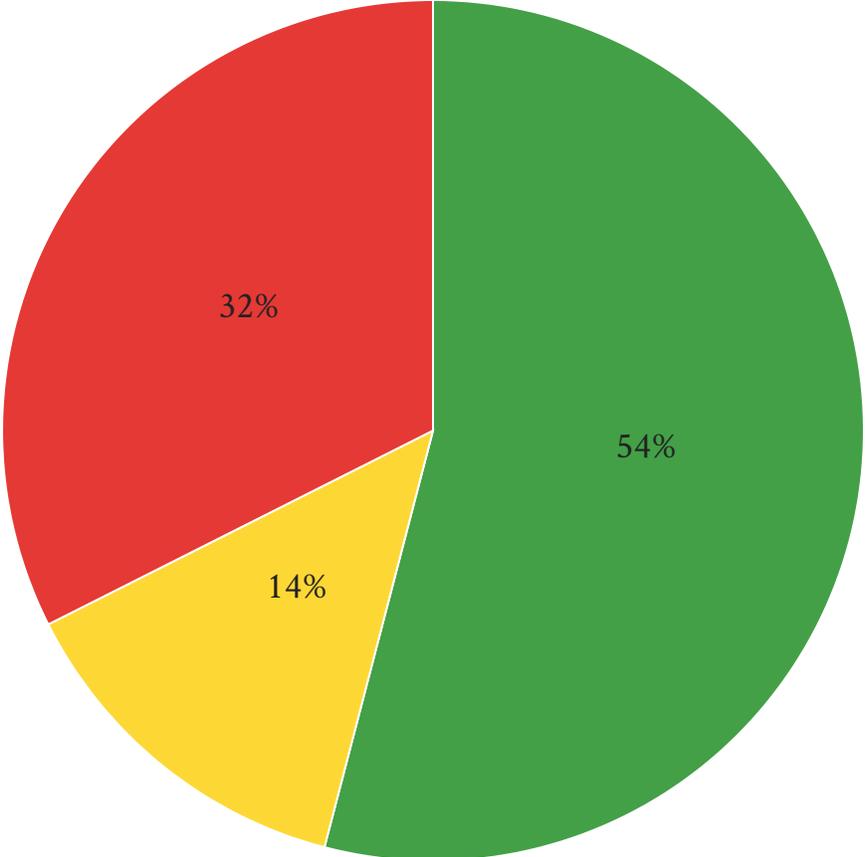
Alt Text: a bar graph with 4 bars from left to right: green, blue, orange, red.

144 Responses



Q5. How would you rate your experience when using the testing centers and your interactions with the staff? (If you did not use the testing center, please mark neutral [5])

Alt Text: a bar graph with 3 portions clockwise from the top: green, yellow, red.

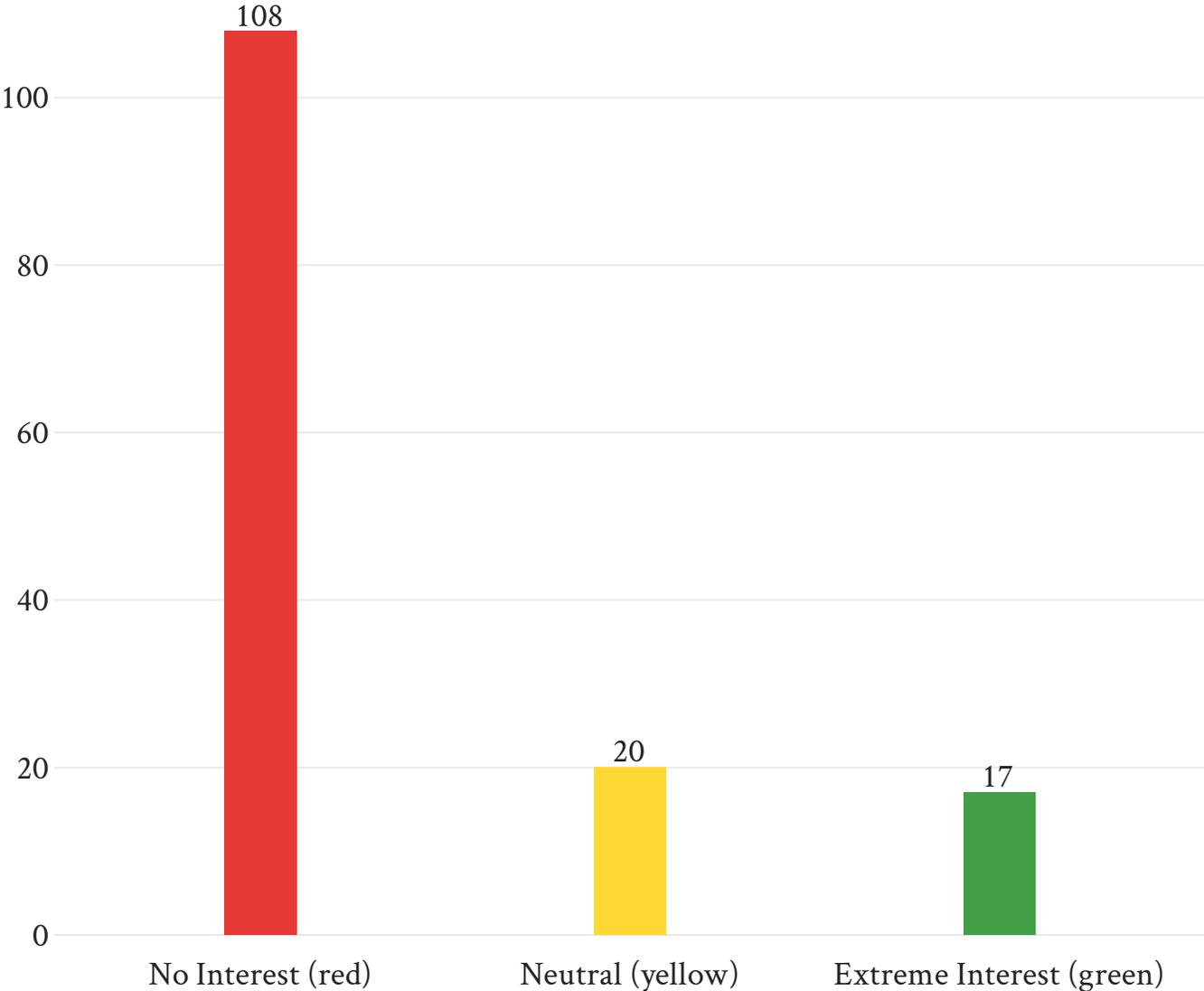


- Overall Positive Experiences (green)
- Neutral (or did not use the testing centers) (yellow)
- Negative Experiences (red)

Q6. CADR staff are considering implementing a peer mentoring program for those registered with CADR. This mentoring program would be peer-to-peer mentorship for students with disabilities on campus. What level of interest would you have in a peer mentoring program (either participating as a mentor or mentee)?

Alt Text: a bar graph with 3 bars from left to right: red, yellow, green.

145 Responses



Q7. If CADR implemented a peer mentoring program, what barriers might exist that would prevent you from participating?

(The following are theme trends from survey responses)

Schedule availability

Time commitment

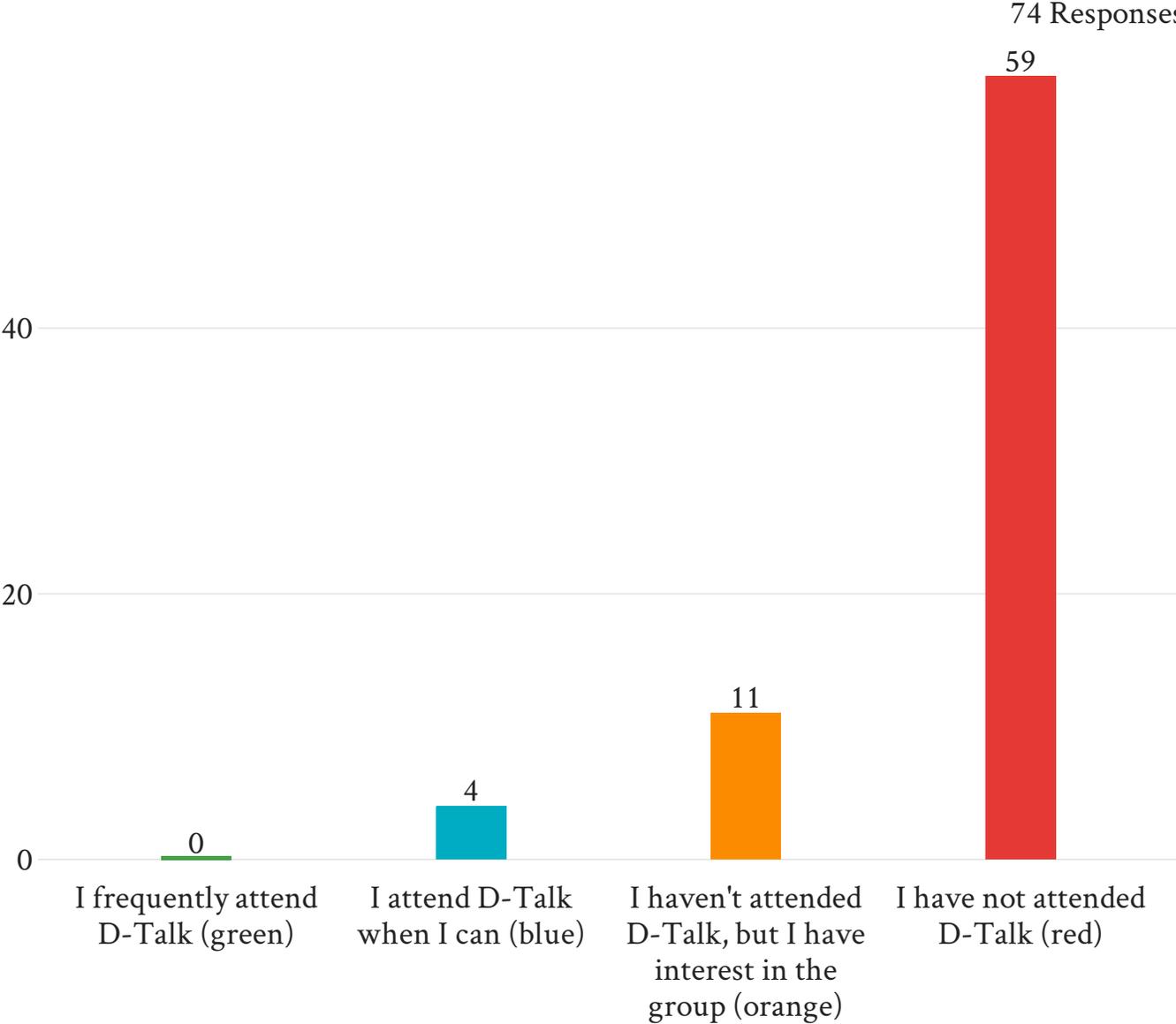
Confidentiality/privacy

Mentor-mentee match to college/program/department

Different perspectives/experiences with disability

Q8. What is your level of participating in D-Talk, the student-run group for those registered with CADR?

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Q9. What barriers exist that prevent you from participating in D-Talk?

(The following are theme trends from survey responses)

Time commitment

Schedule/other commitments to other groups/student organizations

Uncomfortable talking about disability/personal experiences with
disability

Label of group

Q10. Please provide feedback on the CADR social media page (Instagram: slu_cadr). Specifically, what do you like/dislike about the page? If you have content ideas, please include those in this section as well.

(The following are theme trends from survey responses)

Helpful/useful information

Positive tips/reminders for accommodations through CADR

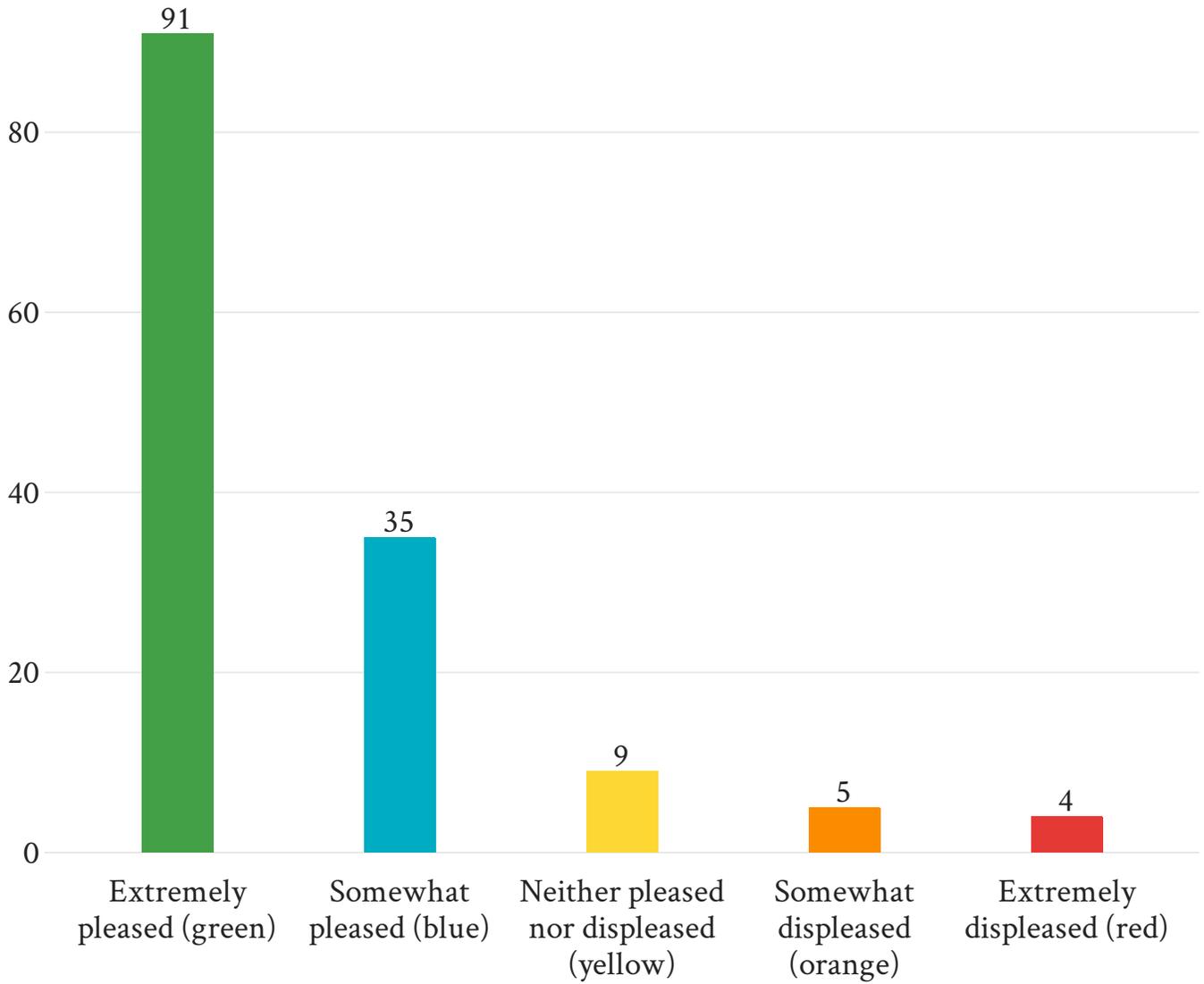
Informational content for different disabilities/diagnoses

Not overwhelming

Q11. Overall, how would you describe your experience(s) with the CADR staff?

Alt Text: a bar graph with 5 bars from left to right: green, blue, yellow, orange, red.

144 Responses



Q12. Do you have any suggestions, ideas, or feedback for improvement for CADR?

(The following are theme trends from survey responses)

Testing center distractions/noises

Marketing/outreach about CADR

Career development/information about disclosing disabilities in employment practices

Graduate student resources

Training for faculty/instructors about disability

*(CADR has adopted these areas of improvement and feedback as **improvement targets**)*

Addressing Improvement Targets

How will CADR address the suggested themes of improvement/feedback?

Improvement Target: Testing center distractions/noises

Response: CADR hires new testing center staff every academic year. Prior to the start of every semester, CADR conducts training with testing center staff. In these trainings, CADR staff plan to include this feedback in the training as reminders regarding testing center levels, noises, and distractions. This creates the opportunity for new and returning test center proctors about the impact of noise levels and distractions during exams.

Improvement Target: Marketing/outreach about CADR

Response: Having CADR information regularly available and communicated is vastly important. Currently, CADR provides faculty/staff who teach courses a sample [Syllabus Statement about CADR](#) to be included when creating a course syllabus. Additionally, CADR provides communication to listservs informing staff/faculty about CADR, especially about registered students with accommodations. This past academic year, we implemented social media communication via Instagram (slu_cadr) to provide a new platform and approach to spreading awareness about CADR and disabilities.

In future goals, CADR intends to create outreach programming to St. Louis area high schools about disability in the college environment, transition, and resources for students with disabilities entering college. This may include connecting with the admission's office on marketing and outreach strategies for implementing this goal. Further, CADR intends to create more visibility and presence during SLU 101 and other summer programs for new SLU community members to ask questions and understand the capacity and role of CADR on campus.

Improvement Target: Career development/information about disclosing disabilities in employment practices

Response: While CADR does not provide direct career development and information about disability components in employment, [SLU's Career Services](#) has career counselors that can meet with students to talk about disability in hiring/employment practices and careers.

CADR plans to meet with Career Services to develop ideas and strategies for working with students with disabilities on campus. This includes developing more resources and information for students to access, and make more intentional programming directed towards students with disabilities transitioning into employment.

Improvement Target: Graduate student resources

Response: CADR can provide accommodations and the resources available the office to both undergraduate and graduate students (except the law school and medical school). However, CADR recognizes that there may be more needs for graduate students.

CADR intends to have more deep and thorough discussions with other departments, offices, and programs on campus on graduate student resources. CADR seeks to be a main advocate for including graduate students with disabilities and what resources need to be explored. While this isn't a direct and instant change, CADR does value the need for more graduate student resources.

Improvement Target: Training for faculty/instructors about disability

Response: CADR is currently working with the [Reinert Center for Transformative Teaching and Learning](#) to develop training modules and workshops about disability and accessibility for faculty and staff who teach courses. These modules will cover the Americans with Disabilities Act (ADA; ADAAA [Americans with Disabilities Act Amendment Act]) and how the legislation influences higher education teaching practices. In addition, the modules and workshops will cover universal design and instructional approaches. The goal is to provide opportunities for faculty and staff, especially those new to SLU and/or teaching courses in general, to learn more in-depth information directly targeted at disability and accessibility components.

Thank you to those students who participated in our feedback survey.

Please reach out to the Center for Accessibility and Disability Resources (CADR) at accessibility_disability@slu.edu with any questions or inquiries.

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