Valparaiso University, MSW Program

Implicit Curriculum ADEI Evaluation Aggregate Results

From April 29, 2026, over the 2025-2026 Academic Year

The MSW program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program's implicit curriculum, per CSWE Educational Policy and Accreditation Standards (EPAS) 5.0.2. **The program evaluates these aspects of implicit curriculum.**

Report on the 2025-2026 Implicit Curriculum ADEI Assessment:

On April 29, 2026, all current MSW students, four in-person MSW students enrolled in SOCW 576, and one other MSW student who participated by video conference, discussed the results of the Equity Survey and designed recommendations for MSW faculty on issues related to equity and accessibility in the program. This took place during the scheduled SOCW 576 class. Students provided both oral and written feedback to the faculty and this was presented by an MSW student representative during the next week.

Process:

The following is the MSW program's process for the ADEI survey. Students

1. Learn about CSWE's Implicit Curriculum ADEI Assessment requirements and select ADEI topics for the survey.
2. Design the survey.
3. Distribute the survey.
4. Analyze the results.
5. Discuss the results and develop recommendations to the department based on those results in the student-led MSW Community Meeting.
6. A student representative/s present the results and recommendations orally and in written form to faculty at a department meeting.
7. Faculty will discuss and make decisions on recommendations at the Annual Program Review (APR) Meeting after the Spring semester and report back to students, through correspondence and public posting.

[Because this was the first year Prof. Ringenberg, with assistance from Prof. Dahl, completed the first four steps to make sure there was a solid model for students to follow in future years. The MSW student representative gave the report to the faculty at the department meeting.]

2026 Equity Survey

Assesses ADEI

Valparaiso MSW Program

Use of online resources related to access for questions 1 – 6

1 = Never
2 = Once/Twice
3 = 1-3 x /month
4 = 1-2 x /week
5 = More than 2 x / week

	Average	Range
1. VU Social Work Facebook Page	**1.2**	**1 - 2**
2. Canvas Course Software	**5**	**5**
3. DataVU (course schedule)	**3.2**	**3- 4**
4. Student Group Texts	**4.4**	**4 - 5**
5. MSW Web Page	**1.8**	**1 - 2**
6. Other (ZOOM)	**4**	**4**

<u>Below are the questions that were asked. Aggregate findings and faculty action plan follow:</u>

7. Please describe your experience with the Valparaiso University online resources. Include issues such as clarity, ease of use, and usefulness (and how).

8. In what ways, if any, does the program environment support meaningful interaction between students online?

9. In what ways, if any, does the program environment make it more difficult for students in different modalities (online vs. in-person) to feel equally included or connected?

10. Next year we will have more students, potentially students who live farther away (except during the summer). What changes or additions would improve a sense of connection and equity between students across different participation formats?

11. Describe a time when you felt your voice, perspective, or feedback was valued within the MSW program.

12. What aspects of the program environment help support student influence, participation, or shared decision-making?

13. In what ways do faculty or program structures contribute positively to a sense of equity between students and faculty?

14. Describe a time when you felt your voice, perspective, or feedback was not fully recognized or incorporated.

15. In what ways, if any, do program structures or practices limit student input or influence?

16. Where do you see gaps in equity between students and faculty within the program environment?

17. What aspects of the program environment support or hinder equity and inclusion among students?

18. Are there informal practices, norms, or experiences (outside of formal coursework) that have shaped your sense of inclusion or exclusion in the program? Please explain.

19. What specific changes would you recommend to improve and check which your answer applies to your answer:

20. Is there anything else you would like to share?

Spring 2026 - MSW Aggregate Implicit Curriculum CSWE Survey Results

Overall Aggregate Equity Survey Feedback:

- Broad statements made all students about feeling welcome and included.
- Faculty are very approachable and students reported finding it easy to talk to faculty about individual issues and situations affecting the learning experience.
- Faculty regularly ask for feedback and this is appreciated by students. Students for the most part see meaningful adjustments based on feedback. Some classes, especially half semester courses, need quicker feedback due to the condensed nature of the course.
- Students who are balancing work and school requested greater review of the quantity of assignments to make it a better fit for working professionals
- Students value relationships. Students wish to explore more ways to maintain relationships, such as through a virtual lounge.

Strengths related to Inclusivity

- Informal Communication during down time improved inclusion
- Faculty adjustments improved inclusion
- Food during orientation improved inclusion
- Different voices and perspectives are encouraged.
- Faculty adjust to student concerns
- Faculty show responsiveness to requests
- Feedback is welcome and solicited. Profs keep asking for feedback
- I was allowed to have most courses in person, which is what I wanted.
- Adjustments were made based on my job.
- I am listened to by profs and peers.
- Class was adjusted for individual learning needs
- Treated as adult learners

Areas for Improvement to Increase Inclusivity

- Assumptions that weekends are free
- Program setup creates tension with work for some. School workload conflicts with jobs.
- Department announcements are done in class, which excludes someone not in that course.
- Workload is very heavy.
- Not enough or quick enough feedback on some assignments.
- Not always clear how feedback is used. There have been some instances where things were not improved after feedback was solicited.

Program suggestions:

- More collaboration with other graduate programs, like the counseling program. Students want to be able to take classes from other programs.
- Collaboration between professors so assignments are not due on the same days.
- Department announcements need to be official (emails, Canvas, something), not just casually mentioned in classes.
- Getting to know professors as people is helpful. Continue to integrate professors into relationship-building. Appreciative of collaboration with students/staff, and don't feel that there is a hierarchy that prevents students from talking to faculty.
- Breaks are necessary. It's difficult having to prepare for the next set of classes (reading, tasks, etc.) or attend an internship or both, never getting a break during winter break, spring break, etc. Real risk of burnout when we're not getting time off at all.

Online suggestions:

- Subscription to zoom would help students communicate virtually without barriers (like time constraints).
- Increased collaboration online to help people communicate and connect
    - Break out sessions in online classes, such as discussions, role plays, etc.
    - Platform virtually (like a virtual lounge) to discuss (such as the class on Canvas for MSW specifically)

General course suggestions:

- Keep that classes are adaptable for learning styles. Individual experiences/life circumstances are respected. (Example: using real-world scenarios as opposed to role plays for some class assignments)
- Feedback sooner (*Note: related to one assignment in one course– this faculty member is no longer teaching the MSW program)*
    - When assignments are due throughout class, students need to have feedback from start to finish. Students cannot improve or recognize whether they understand concepts/don't when they are not getting feedback on assessment tools, such as the papers.
    - If the papers are too frequent for the professors to grade them in a reasonable amount of time, then they are also too often for the students to manage writing them amidst other classes and responsibilities.
- Workload seems to be aimed more at full-time students, and this is difficult for part-time students who are also working. Can't balance work and school.
- Make sure lectures on topics are happening BEFORE the assignments over those topics are due.
- Branch assignments out from just research papers as assignments. Integrate short answers, scenarios/case studies, experiential opportunities, reflection prompts. Research

papers can be used in courses, but it would be helpful if these were not the assignments for every single week.

Specific course suggestions:

- Psychopathology needs to be a longer course (full semester).
- Bring back the trauma class.
- Practice with individuals class should be taken before groups class, which should be taken before Orgs and Comms class.
- Assignments work well when they build on one another across the course. (i.e. policy class)

Action Plan Agreed to by Faculty

These points were discussed at the May 21 faculty meeting and these decisions were made:

1. Psychopathology will be offered as a full-semester course for Fall 2026.
2. The program will create a virtual lounge, Canvas page for departmental announcements. This will be implemented in Fall 2026. Faculty will explore a cross-university approach to online orientation.
3. Explore rearranging the order of the Indiv. Group, and Community courses.
4. Continue to have strong relationship building elements among students, and among students and faculty.

The faculty will continue to digest the results in the coming school year and will continue to make adjustments with considerations to workload, feedback on breaks, and comments regarding access for working professionals.