Integrating Formative Student Feedback
Edward Wahesh, PhD
Education and Counseling
Villanova University
edward.wahesh@villanova.edu

1. **Continuous Faculty-Student Feedback to Enhance Student Learning in the Classroom**
   S. M. Fishman & E. Wahesh

   - Utilized in CHR 8604 Research in Counseling and CHR 8855 Appraisal and Assessment Techniques in Counseling (both graduate level courses).

   - Use of a brief assessment each week to measure:
     - Student learning from the readings
     - Student learning from the lecture/class
     - Student progress on course learning outcomes and assignments
     - Perceived student competence in applying the material (scale)
     - Any lingering questions that students have about the readings and lecture

   - Assessment given to students at the start of class, some time allotted at the end of class for students to complete it and submit it to the instructor.

   - Assessment includes a core set of questions (i.e., readings, lecture, and confidence) with some items based on the specific lecture or time in the semester (e.g., question included about an assignment that students should be working on).

   - How are these data integrated into course development?
     - Review comments and incorporate them into next lecture
     - Follow up via email to all students or individual students with resources
     - Provide written responses on the Weekly Assessment form for the student
     - Make modifications to course syllabus for future implementation

2. **Continuous Faculty-Student Feedback to Enhance Student Learning (Program Level)**

   - In the Graduate Counseling Program, students receive feedback on their academic performance and clinical/professional competencies at the end of each semester.

   - Although we have these assessments in place, there is no formal method or process of communicating this information to other course instructors.

   - There is no standardized approach to ensuring that students reflect on their strengths and limitations and incorporate this feedback into their goals for subsequent coursework.

   - We have begun implementation of a "continuous systemic feedback" process to enhance student learning and faculty engagement.

   - Potential implications of reviewing student performance program-wide include: Revising admission policies, course sequences, advising requirements, syllabus revisions, etc.