

## STUDENT VOICE/FEEDBACK POLICY

Policy Category	Academic
Policy Search Name	AC – Student Voice/Feedback Policy (2020)
<b>*Anishinabek Standard</b>	
<i>Place of Learning</i>	<i>E. Facilities that are compatible with the Anishinabek environment in which they are situated.</i>
<i>Educators</i>	N/A
<i>Students</i>	N/A
<i>Curriculum</i>	<i>A. Curriculum reinforces the integrity of the cultural knowledge that students bring with them.</i>
Approval Date & Board Motion Number	7/22/2020 Motion #042-2020
Effective Date	7/22/2020
Previous Versions	Date initially approved: 7/22/2020 Date of last revision: N/A

\*These are organizationally adapted standards from the World Indigenous Nations Higher Education Consortium (WINHEC) and the Alaska Comprehensive Centre/Alaska Native Education approved by the Kenjgewin Teg Board of Directors, 2015.

### 1.0 Purpose and Background

1.1 Kenjgewin Teg is committed to continuous improvement and learning excellence by setting and maintaining standards of academic quality in both its own programs and those it may deliver in partnership with other institutions. Establishing a process to receive input and feedback using various methods from students ensures the learning environment, course(s), and learning opportunities are relevant and value-added. Student voice/feedback is an integral component of student learning engagement.

### 2.0 Definitions

“community-engagement learning”

represents a general interest, hobby or recreational type of learning; this type of learning may or may not be delivered in conjunction with an external partner or facilitator and may or may not have an accreditation or license as a result; e.g. hobby welding; home maintenance and renovation basics; boating safety; firearms safety; teach-ins with guest speakers; other similar types of learning opportunities

“course”	refers to a course that may or may not be accredited as part of a post-secondary, secondary or other professionally accredited body; examples are a dual-credit course for OSSD credits; a general elective course or any other course required for graduation in a post-secondary program; an additional qualifications course approved for delivery by the Ontario College of Teachers
“ekinoomaagasisid”	is the Mnidoo Mnising dialect/Anishinabemowin word that refers to all students or learners (Indigenous or non-Indigenous) of Kenjgewin Teg
“ekinoomaagasijig”	is the plural form of <i>ekinoomaagasisid</i>
“learning opportunity”	Generally refers to any other formal or informal opportunity not a course or community engagement learning opportunity; it may be of short or longer-term duration; e.g. a 1 or 2 day professional development session for internal staff; a one-day community-engagement session of general interest supporting skills development; a teach-in or lecture series; a facilitated workshop provided by an external service provider to students or staff
“pathways”	refers to various programs of Kenjgewin Teg supporting access to post-secondary programs; examples include dual credit OSSD accumulation, co-operative education, Ontario Youth Apprenticeship Program, OSSD courses, academic and career entrance (ACE) program, and other programs that support access to post-secondary learning
“skills-based programs”	refers to a program which can be both a post-secondary and/or a non-postsecondary program of Kenjgewin Teg supporting education re-engagement and can also be a pathways program; examples include life skills, character development, literacy and basic skills, and a focus on wholistic Indigenous education development; (apprenticeship training and skills programs are included in the Ontario Qualifications Framework, and are excluded from this definition)

### 3.0 Application

3.1 This policy applies to Kenjgewin Teg’s learning environment, and includes all courses, post-secondary programs, pathways programs, skills-based programs, community engagement learning, and all other learning opportunities provided. These may be delivered with or without a collaborating partner(s).

### 4.0 Policy

#### Policy Objective

4.1 The objective of this policy is to ensure methods of voluntary choice by ***ekinoomaagasijig*** are available as feedback to Kenjgewin Teg as part of continuous improvement. Receiving feedback is an essential component of curriculum review, program and course review, program and course innovation, and review of community-engagement learning and learning opportunities.

**Methods and Tools - Survey**

4.1 Course(s) and/or program(s) that are delivered in partnership by Kenjgewin Teg with other post-secondary institutions as part of formalized agreements will identify any specific processes for student voice/feedback to be used; any partner institutional course feedback policies that are to be applied will be specified in the agreement. Best efforts will be made to reduce any potential duplication of student voice/feedback processes if required by both Kenjgewin Teg and a partner institution, to reduce the possibility of survey fatigue by ***ekinoomaagasijig***.

4.2 Electronic or paper-based survey tools may be used to collect student voice/feedback for a Kenjgewin Teg accredited or non-accredited course, community engagement learning and/or the general learning environment. Survey tools may include questions related to design, delivery, content, and the learning environment. Additional considerations for survey design and implementation will consider the following:

- a) the degree to which the goal for feedback or evaluation is to improve the wholistic learning opportunities at Kenjgewin Teg; this may include Anishinaabe Aadziwin activities and access to other service providers supporting wholistic health and wellness
- b) the degree to which the goal is to contribute to evaluating an Instructor or facilitator
- c) the degree to which the goal for feedback or evaluation is to evaluate elements of new, redesigned or consistently delivered course(s)
- d) goals of evaluating new teaching techniques
- e) goals for evaluating use of a new resource
- f) any other evaluation goals

4.3 Analysis and feedback review will occur in a timely manner: a specified timeframe(s) or schedule(s) to administer student voice/feedback tool(s) will be determined by the appropriate Dean(s).

4.4 ***Ekinoomaagasijig*** anonymity and confidentiality will be ensured when using survey tools; however, in situations where a student may choose to author their feedback without anonymity, such feedback will not be released or shared until that course, community engagement learning or learning opportunity is completed, and/or until final grades have been completed as applicable.

**Methods and Tools – Traditional or non-Traditional Circles**

4.5 Qualitative feedback on a course(s), community engagement learning opportunity or other learning opportunity impacting the learning environment may also directly or indirectly occur within regular ***ekinoomaagasijig*** check-in circles and/or end of course/program sharing circles. An Instructor or Kenjgewin Teg member will exercise professional judgement, based on the need to

preserve anonymity of the student(s), and based on whether circle discussions are confidential or a traditional talking circle, in determining whether or not to informally or formally document any course qualitative feedback expressed in a circle.

### **Methods and Tools – Direct Communication**

4.6 Direct feedback of a course, community engagement learning opportunity or other learning opportunity impacting the learning environment can also occur through one-to-one informal discussion or conversation with ***ekinoomaagasisid*** (not a talking circle) and is another valid qualitative method of receiving student voice/feedback.

a) with ***ekinoomaagasijig*** consent, a Kenjgewin Teg team member receiving feedback in this way will determine using their professional judgement whether to anonymously (or not) document and summarize a student's feedback and submit it to the Registrar; further, the appropriate Dean(s) will be notified.

b) if the direct feedback received requires urgent and immediate action, the feedback received by the Kenjgewin Teg team member will be documented and immediately brought to the attention of the appropriate Dean(s), preserving the anonymity if it is appropriate and in the best interests of the student; professional judgement will be exercised.

### **Methods and Tools – General**

4.7 The methods and tools identified in this policy does not preclude the use of any other method or tools for receiving valuable, reflective student/voice feedback.

4.8 The policy does not preclude the use of formative assessment tools by Instructors to gain feedback from ***ekinoomaagasijig*** while a course or learning opportunity is underway.

4.9 If the feedback received, regardless of which tool is used, is of such nature that it requires urgent and immediate action, it will be immediately brought to the attention of the appropriate Dean, preserving the anonymity of the student.

4.10 Alumni ***ekinoomaagasijig*** feedback/voice is another valuable perspective as part of continuous improvement at Kenjgewin Teg, and any of these student/voice feedback methods may be used.

4.11 Regardless of the student voice/feedback method used, the following process by Kenjgewin Teg will support an environment of continuous improvement: design (based on evaluation goals), communicate, administer/observe/collect, interpret, share results, and implement any necessary changes.

4.12 Summaries of student voice/feedback results will occur annually each year no later than June 30<sup>th</sup>. Review of summary results and any action and follow-up will be collaboratively determined as part of continuous improvement to improve subsequent delivery of course(s) and/or learning opportunities. Summarized results, without any student identifiers to preserve anonymity, may also

be included in Kenjgewin Teg’s annual public reporting as approved by the Vice President of Lifelong Learning or President.

**5.0 Roles and Responsibilities**

5.1 The President is responsible for the overall management and operation of Kenjgewin Teg. The Vice President of Lifelong Learning is responsible for the overall implementation of this policy (the Registrar and Deans may further be designated key implementation roles).

5.2 If a position referred to in this policy is vacant, the policy will not be invalidated. Instead, the President shall designate the roles and responsibilities of that role to another team member(s) and will ensure that the Kenjgewin Teg staff and community is informed of the designation(s) as appropriate.

**6.0 Evaluation Date - 10/31/2022**

6.2 This policy will be reviewed every two years as part of the Board of Director’s policy review cycle and schedule. The evaluation date above represents the first date upon which this policy becomes eligible for review.

<p><b>Related Legislation, Policies, Procedures, Guidelines and Documents</b></p>	<ul style="list-style-type: none"> <li>• See partner institution related policies in student course feedback for programs credentialled by another PSE institution delivered in partnership with Kenjgewin Teg</li> </ul>
<p><b>Policies Superseded by this Policy</b></p>	<p>None</p>
<p><b><i>The official version of this policy is housed in the Office of the President. In case of discrepancy between an online version and the official version held, the official version shall prevail.</i></b></p>	