

(Completion rate: 100.0%)

**Please provide your contact information.**

Variable	Response
First name	The 97 response(s) to this question can be found in the appendix.
Last name	The 97 response(s) to this question can be found in the appendix.
Position title	The 97 response(s) to this question can be found in the appendix.
Office Name	The 97 response(s) to this question can be found in the appendix.
Email	The 97 response(s) to this question can be found in the appendix.

**In which province or territory is your organization located?**

Response	Chart	Percentage	Count
Alberta		14.4%	14
British Columbia		21.6%	21
Manitoba		4.1%	4
New Brunswick		6.2%	6
Newfoundland & Labrador		1.0%	1
Northwest Territories		0.0%	0
Nova Scotia		2.1%	2
Nunavut		0.0%	0
Ontario		29.9%	29
Prince Edward Island		1.0%	1
Quebec		15.5%	15
Saskatchewan		4.1%	4
Yukon		0.0%	0
<b>Total Responses</b>			<b>97</b>

**What is the name of your organization?**

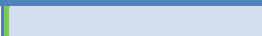
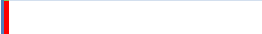
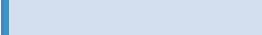



In which province or territory is your organization located?	What is the name of your organization?
Alberta	Red Deer College
Alberta	Mount Royal University
Alberta	Bow Valley College
Alberta	Alberta College of Art & Design
Alberta	MacEwan University

Alberta	ApplyAlberta
Alberta	University of Calgary
Alberta	Medicine Hat College
Alberta	Norquest College
Alberta	The King's University
Alberta	Concordia University of Edmonton
Alberta	Taylor University College and Seminary
Alberta	University of Alberta
Alberta	Lethbridge College
British Columbia	College of the Rockies
British Columbia	College of New Caledonia
British Columbia	University of the Fraser Valley
British Columbia	Okanagan College
British Columbia	Langara College
British Columbia	Thompson Rivers University
British Columbia	Camosun College
British Columbia	Capilano University
British Columbia	North Island College
British Columbia	Douglas College
British Columbia	BCCampus
British Columbia	Alexander College
British Columbia	Simon Fraser University
British Columbia	Royal Roads University
British Columbia	British Columbia Council on Admissions and Transfer (BCCAT)
British Columbia	University of British Columbia
British Columbia	Selkirk College
British Columbia	Trinity Western University
British Columbia	University of Victoria
British Columbia	Kwantlen Polytechnic University
British Columbia	Vancouver Island University
Manitoba	University of Manitoba
Manitoba	University of Winnipeg
Manitoba	Brandon University
Manitoba	Campus Manitoba
New Brunswick	St. Thomas University
New Brunswick	Université de Moncton
New Brunswick	Collège communautaire du Nouveau-Brunswick
New Brunswick	Mount Allison University
New Brunswick	New Brunswick Community College (NBCC)
New Brunswick	Crandall University
Newfoundland & Labrador	Memorial University of Newfoundland
Nova Scotia	St. Francis Xavier University

Nova Scotia	Dalhousie University
Ontario	Durham College
Ontario	University of Waterloo
Ontario	Humber College
Ontario	OCAD University
Ontario	York University
Ontario	Seneca College
Ontario	McMaster University
Ontario	Ontario Universities' Application Centre (OUAC)
Ontario	Ryerson University
Ontario	Conestoga College
Ontario	University of Toronto
Ontario	University of Ottawa
Ontario	Carleton University
Ontario	University of Guelph
Ontario	Ontario College Application Service (OCAS)
Ontario	Fanshawe College
Ontario	La Cité collégiale
Ontario	Centennial College
Ontario	St. Clair College
Ontario	Sault College
Ontario	Canadore College
Ontario	Nipissing University
Ontario	Royal Military College of Canada
Ontario	Sheridan College
Ontario	University of Ontario Institute of Technology
Ontario	University of Windsor
Ontario	Trent University
Ontario	Brock University
Ontario	Wilfrid Laurier University
Prince Edward Island	University of Prince Edward Island
Québec	Université de Montréal
Quebec	UQAC
Quebec	Concordia University
Quebec	HEC Montréal
Quebec	Institut national de la recherche scientifique
Quebec	McGill University
Quebec	UQAR
Quebec	UQAM
Quebec	Université du Québec École de Technologie Supérieure (ETS)

Quebec	Université Laval
Quebec	École polytechnique de Montréal
Quebec	Université du Québec à Trois-Rivières
Quebec	Université de Sherbrooke
Quebec	Télé-université (TÉLUQ)
Quebec	Institut national de la recherche scientifique
Quebec	Bishop's University
Saskatchewan	Briercrest College
Saskatchewan	University of Regina
Saskatchewan	University of Saskatchewan
Saskatchewan	Saskatchewan Polytechnic


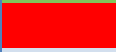
**Identify the category into which your organization or association falls.**

Response	Chart	Percentage	Count
Council on Admission/Articulation and Transfer		2.1%	2
Government/government agency		1.0%	1
Private organization		1.0%	1
Education related association or consortium (national or provincial)		2.1%	2
Post-secondary institution		90.7%	88
Other, please specify...		3.1%	3
<b>Total Responses</b>			<b>97</b>

**Identify the category into which your organization or association falls. (Other, please specify...)**

#	Response
1.	not-for-profit agency
2.	Common application and transcript transfer service
3.	Université

**Does your organization exchange ELECTRONIC student data directly with other post-secondary institutions or organizations?**

Response	Chart	Percentage	Count
Yes		66.7%	6
No		33.3%	3
<b>Total Responses</b>			<b>9</b>

**Does your organization have a student data exchange system infrastructure?**

Response	Chart	Percentage	Count
Yes		100.0%	6
No		0.0%	0
		<b>Total Responses</b>	<b>6</b>

**What data exchange system infrastructure do you have in place in your organization for exchanging student data?**

Response	Chart	Percentage	Count
Custom developed		50.0%	3
Vendor platform		16.7%	1
A blend of custom developed and vendor provided		33.3%	2
Not applicable		0.0%	0
		<b>Total Responses</b>	<b>6</b>

**Are you planning to upgrade or change this system?**

Response	Chart	Percentage	Count
Yes		66.7%	4
No		33.3%	2
Possibly		0.0%	0
		<b>Total Responses</b>	<b>6</b>

**When are you planning to upgrade or modify your student data exchange infrastructure?**

Response	Chart	Percentage	Count
In less than 3 years		66.7%	4
In 3 to 5 years		0.0%	0
Don't know/Not sure		33.3%	2
		<b>Total Responses</b>	<b>6</b>

**Will this change result in a complete overhaul of your student data exchange system infrastructure?**

Response	Chart	Percentage	Count
Yes		16.7%	1
No		83.3%	5
		<b>Total Responses</b>	<b>6</b>

**Is your institution private or public?**

Response	Chart	Percentage	Count
Private		6.8%	6
Public		92.0%	81
Other		1.1%	1
		<b>Total Responses</b>	<b>88</b>

**Identify your institution's type.**

Response	Chart	Percentage	Count
College		29.5%	26
Institute/Polytechnic		2.3%	2
Theological institution/seminary		0.0%	0
University		67.0%	59
CEGEP		0.0%	0
Other		1.1%	1
		<b>Total Responses</b>	<b>88</b>

**PRIMARY student information system?**

Response	Chart	Percentage	Count
Banner		31.8%	28
Colleague		13.6%	12
Datatel		0.0%	0
Custom Developed		19.3%	17
Peoplesoft		18.2%	16
Tribal		0.0%	0
Other		17.0%	15
		<b>Total Responses</b>	<b>88</b>

**PRIMARY student information system? (Other)**

#	Response
1.	Ellucian
2.	Unit4/Agresso
3.	In house
4.	Système maison IDÉ (Identification Dossier Étudiant)
5.	CampusVue

6.	Crossroad
7.	Power Campus (an Eulician Product for small schools)
8.	Unit4 Agresso
9.	Legacy System
10.	Forte developed solution
11.	Home grown
12.	SRS
13.	Jenzabar
14.	SRS
15.	Blackbaud

**SECONDARY student information system(s) (if applicable)?**

Response	Chart	Percentage	Count
Not applicable		70.2%	40
Banner		0.0%	0
Colleague		0.0%	0
Datatel		0.0%	0
Custom Developed		24.6%	14
Peoplesoft		1.8%	1
Tribal		1.8%	1
Other		7.0%	4
		<b>Total Responses</b>	<b>57</b>

**SECONDARY student information system(s) (if applicable)? (Other)**

#	Response
1.	Blackboard
2.	Purchased: Destiny 1 (for non-credit courses); Custom: uApply (McGill built graduate admission system)
3.	Sera
4.	Some department have side systems

**If applicable, to which student information system are you planning to change?**

Response	Chart	Percentage	Count
Not applicable		67.0%	59
Banner		2.3%	2
Colleague		2.3%	2

Datatel		0.0%	0
Custom Developed		5.7%	5
Peoplesoft		3.4%	3
Other, please specify...		1.1%	1
Do not know at this time		18.2%	16
<b>Total Responses</b>			<b>88</b>

If applicable, to which student information system are you planning to change? (Other, please specify...)

#	Response
1.	Not changing

Does your organization SEND electronic transcript data to another organization?

Response	Chart	Percentage	Count
Yes		67.0%	65
No		33.0%	32
<b>Total Responses</b>			<b>97</b>

By which electronic method(s) does your organization SEND transcript data?

	Yes	No	Don't know	Total Responses
EDI	24 (52.2%)	20 (43.5%)	2 (4.3%)	46
Fax	21 (46.7%)	23 (51.1%)	1 (2.2%)	45
PESC XML	25 (53.2%)	20 (42.6%)	2 (4.3%)	47
PDF	25 (59.5%)	17 (40.5%)	0 (0.0%)	42
Regular XML	6 (15.4%)	30 (76.9%)	3 (7.7%)	39
Other	10 (29.4%)	21 (61.8%)	3 (8.8%)	34

Which of the following represents the most common method for SENDING transcripts from your organization?

Response	Chart	Percentage	Count
EDI		20.0%	13
Fax		3.1%	2
PESC XML		26.2%	17
PDF		20.0%	13
Regular XML		3.1%	2
By mail		23.1%	15
Other		3.1%	2



Don't know		1.5%	1
		<b>Total Responses</b>	<b>65</b>

#### other organizations?

Response	Chart	Percentage	Count
Yes		35.4%	23
No		55.4%	36
Not applicable		9.2%	6
		<b>Total Responses</b>	<b>65</b>

#### students (current or former)?

Response	Chart	Percentage	Count
Yes		63.1%	41
No		29.2%	19
Not applicable		7.7%	5
		<b>Total Responses</b>	<b>65</b>

#### What other student data does your organization SEND electronically other than transcript data?

Response	Chart	Percentage	Count
Admissions data		55.4%	36
Co-curricular data		10.8%	7
Credential or Professionally related data (e.g., medical credential data, etc.)		23.1%	15
Graduation confirmation data		40.0%	26
Diploma related data		27.7%	18
Financial aid information (e.g., any data related to accessing financial aid funds for your students, etc.)		50.8%	33
Language proficiency test data		10.8%	7
Proof of enrolment data		38.5%	25
Tuition fee data		24.6%	16
Other, please specify...		20.0%	13
None of the above		20.0%	13
		<b>Total Responses</b>	<b>65</b>

What other student data does your organization SEND electronically other than transcript data? (Other, please specify...)

#	Response
1.	NB Student Loan info
2.	student record files with a university partner
3.	renouvellement CAQ et permis d'études
4.	test scores (e.g., MCAT, LSAT, GRE)
5.	OEN
6.	application data
7.	grades via text file to other Quebec universities through BCI for students studying as visiting students at other universities in Quebec (like LOP)
8.	Attestation d'inscription sur un portail étudiant, en août 2016
9.	ministry reporting, int'l students
10.	Plusieurs données sont accessibles à l'étudiant via son portail.
11.	Transfert de cours avec d'autres établissements universitaires québécois.
12.	All related to International students
13.	survey

Which of the following are SENT by your organization as discrete ELECTRONIC documents ?

Response	Chart	Percentage	Count
Admissions offers		55.6%	35
Co-curricular records		6.3%	4
Credential or Professionally related letters or certificates (e.g., medical credential data, etc.)		19.0%	12
Graduation confirmation letters		33.3%	21
Diploma certificates		7.9%	5
Financial aid information (e.g., any data related to accessing financial aid funds for your students, etc.)		28.6%	18
Language proficiency test information		9.5%	6
Proof of enrolment letters		44.4%	28
Tuition fee information		28.6%	18
Other, please specify...		19.0%	12
None of the above		27.0%	17
<b>Total Responses</b>			<b>63</b>

Which of the following are SENT by your organization as discrete ELECTRONIC documents ? (Other, please specify...)

#	Response
1.	general correspondence/award confirmation

2.	renouvellement permis
3.	Transcripts
4.	Test scores, responses to offers of admission
5.	Admission Offers are produced as PDFs and posted for pick-up by the applicant into their on-line portal, they receive an email advising them a communication is ready for them to pick-up.
6.	Student Health Plan
7.	Admission letters, proof of enrolment, graduation confirmation letters, unofficial co-curricular record are available as discrete documents for students to access and send to 3rd parties if they wish, but McGill does not SEND them anywhere using technology
8.	via notamment par le portail étudiant
9.	admission applications
10.	International student related processing
11.	Not sure what is being asked in this question. Discrete meaning individual, unique sent documents?
12.	Non-declaration of Education




#### Does your organization receive transcript data electronically from other organizations?

Response	Chart	Percentage	Count
Yes		84.5%	82
No		15.5%	15
		<b>Total Responses</b>	<b>97</b>

#### By which electronic method(s) does your organization RECEIVE transcript data?

	Yes	No	Don't know	Total Responses
EDI	36 (61.0%)	21 (35.6%)	2 (3.4%)	59
Fax	39 (68.4%)	18 (31.6%)	0 (0.0%)	57
PESC XML	27 (48.2%)	21 (37.5%)	8 (14.3%)	56
PDF	51 (81.0%)	12 (19.0%)	0 (0.0%)	63
Regular XML	10 (20.8%)	32 (66.7%)	6 (12.5%)	48
Other	17 (37.0%)	24 (52.2%)	5 (10.9%)	46

#### Which one represents the most common method for RECEIVING transcripts at your organization?

Response	Chart	Percentage	Count
EDI		26.2%	22
Fax		2.4%	2
PESC XML		20.2%	17

PDF		17.9%	15
Regular XML		3.6%	3
By mail		21.4%	18
In person		0.0%	0
Other		6.0%	5
Don't know		2.4%	2
<b>Total Responses</b>			<b>84</b>

#### What other student data does your organization RECEIVE electronically other than transcript data?

Response	Chart	Percentage	Count
Admissions data		61.3%	49
Co-curricular data		17.5%	14
Credential or Professionally related data (e.g., medical credential data, etc.)		21.2%	17
Graduation confirmation data		21.2%	17
Diploma related data		18.8%	15
Financial aid information (e.g., any data related to accessing financial aid funds for your students, etc.)		55.0%	44
Language proficiency test data		43.8%	35
Proof of enrolment data		25.0%	20
Tuition fee data		7.5%	6
Other, please specify...		20.0%	16
None of the above		16.2%	13
<b>Total Responses</b>			<b>80</b>

#### What other student data does your organization RECEIVE electronically other than transcript data? (Other, please specify...)

#	Response
1.	Access to the Provincial Data Warehouse and STP data
2.	Student Loan Info
3.	Test scores (e.g., LSAT, MCAT)
4.	Respond by email to degree verification requests.
5.	Central data warehouse, other bc psi enrolment data
6.	application submission data
7.	Student Health Plan
8.	SAT, ACT, MCAT, LSAT, GRE, AP, file from Quebec immigration with CAQ numbers reflecting students who have been approved for studies)
9.	scholarship applications

10.	Gestion identité (CPER gouvernemental), transfert de cours (autres universités québécoises)
11.	Provincial Unique Identifier (Permanent Code)
12.	Electronic Money Transfers
13.	CVs, personal statements, reference letters, portfolios, proposals, writing samples.
14.	Academic data used to make undergrad admission decisions (e.g. Ministry of Ed courses and grades)
15.	immigration info
16.	Secondary School interim and final transcripts

**Which of the following are RECEIVED by your organization as discrete ELECTRONIC documents ?**

Response	Chart	Percentage	Count
Admissions offers		16.0%	13
Co-curricular records		12.3%	10
Credential or Professionally related letters or certificates (e.g., medical credential data, etc.)		14.8%	12
Graduation confirmation letters		14.8%	12
Diploma certificates		17.3%	14
Financial aid information (e.g., any data related to accessing financial aid funds for your students, etc.)		35.8%	29
Language proficiency test information		33.3%	27
Proof of enrolment letters		17.3%	14
Tuition fee information		6.2%	5
Other, please specify...		13.6%	11
None of the above		30.9%	25
<b>Total Responses</b>			<b>81</b>

**Which of the following are RECEIVED by your organization as discrete ELECTRONIC documents ? (Other, please specify...)**

#	Response
1.	Proof of Citizenship
2.	Admissions reference letters, associated documents, preliminary transcripts by document management system and email
3.	transcripts
4.	admission reference letters
5.	Test scores (LSAT, incl'g PDF writing sample; WES PDFs)
6.	Student Health Plan
7.	documents proving legal status (e.g. Quebec and Canadian immigration documents)
8.	Admission Applications

9.	Permanent Code (QC unique identifier)
10.	Again not clear on what is being asked.
11.	immigration info

**Does your organization pay a fee to other organizations on a per transaction basis for RECEIVING this type of data?**

Response	Chart	Percentage	Count
Yes		12.3%	10
No		87.7%	71
		<b>Total Responses</b>	<b>81</b>

**Does your organization exchange any other student data electronically?**

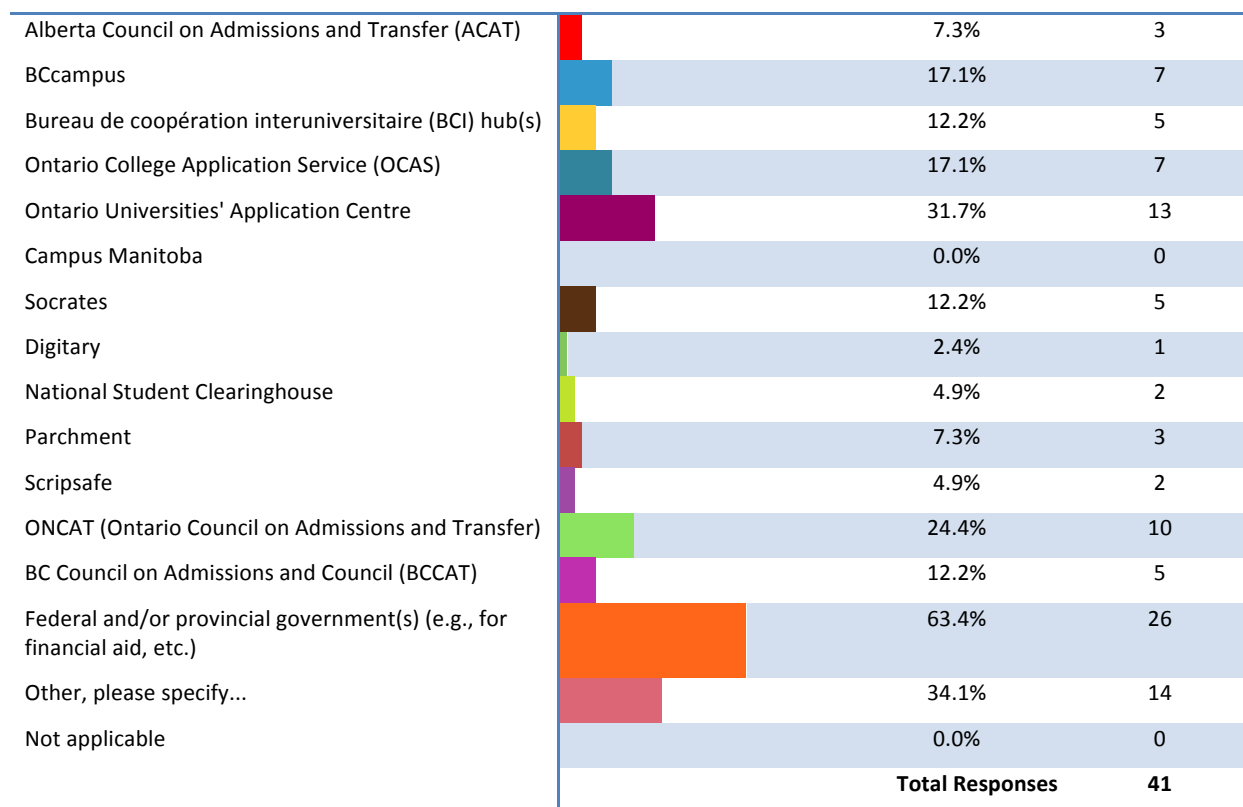
Response	Chart	Percentage	Count
Yes		42.3%	41
No		57.7%	56
		<b>Total Responses</b>	<b>97</b>

**Does your organization currently send, receive, or exchange student data...**

Response	Chart	Percentage	Count
Directly with other institutions?		51.2%	21
Directly with funding organizations?		31.7%	13
Directly with Canadian government ministries within Canada?		63.4%	26
Directly with Canadian government offices outside of Canada?		7.3%	3
Directly with other international organizations?		17.1%	7
Directly with provincial organizations involved in data exchange		65.9%	27
Directly with provincial or national credentialing bodies		39.0%	16
Not applicable		0.0%	0
		<b>Total Responses</b>	<b>41</b>

**Identify the organizations with which your organization routinely sends, receives, or exchanges electronic student data.**

Response	Chart	Percentage	Count
ApplyAlberta		14.6%	6



**Identify the organizations with which your organization routinely sends, receives, or exchanges electronic student data. (Other, please specify...)**

#	Response
1.	Saskatchewan Polytechnic, Government of Saskatchewan - Education
2.	Citizenship Immigration Canada
3.	Saskatchewan Apprenticeship and Trades Commission (send) also Saskatchewan Ministry of Education (receive)
4.	WES, Law Services, AAMC, cross-country medical school acceptances
5.	Relevant provincial government entities in BC
6.	OIIQ (Nursing professional order); BC high school final grades, Note: Scripsafe is now 'Credentials', Avow, Common App, Naviance (new US common app)
7.	PEN submissions
8.	Ministry of Education, High School transcript (Trax)
9.	other univ's, colleges, high schools, EP, portals, int'l systems
10.	Other third party bolt-ons, i.e Alumni, Student Association, etc...
11.	ecampus
12.	Ariane/GDEU
13.	AuraData
14.	Exchange high school data with Dept of Education

**Does your organization wish to exchange student data electronically with any other organizations?**

Response	Chart	Percentage	Count
Yes		83.5%	81
No		16.5%	16
		<b>Total Responses</b>	<b>97</b>

**With which of the following organizations does your organization wish to establish a student data exchange relationship?**

Response	Chart	Percentage	Count
ApplyAlberta		30.0%	24
Alberta Council on Admissions and Transfer (ACAT)		35.0%	28
BCcampus		37.5%	30
Bureau de coopération interuniversitaire (BCI) hub(s)		27.5%	22
Ontario College Application Service (OCAS)		23.8%	19
Ontario Universities' Application Centre		30.0%	24
Campus Manitoba		35.0%	28
Nova Scotia Admissions Student Website		18.8%	15
Socrate		13.8%	11
Digitary		8.8%	7
National Student Clearinghouse		17.5%	14
Parchment		13.8%	11
Scripsafe		11.2%	9
ONCAT (Ontario Council on Admissions and Transfer)		30.0%	24
BC Council on Admissions and Council (BCCAT)		35.0%	28
Federal and/or provincial government(s) (e.g., for financial aid, etc.)		43.8%	35
Other, please specify...		43.8%	35
Don't know		20.0%	16
None of the above		0.0%	0
		<b>Total Responses</b>	<b>80</b>

**With which of the following organizations does your organization wish to establish a student data exchange relationship? (Other, please specify...)**

#	Response
1.	Other institutions
2.	Other Post Secondary Institutions and Education Ministries
3.	unknown at this time - we would wish to exchange data through a hub if possible



4.	transcripts between other postsecondary institutions
5.	Every province would be great
6.	Post-secondary institutions
7.	Need to investigate what options might be available.
8.	Academic Transcriptsc from/to other PS instituions (in addition to ApplyAlberta in which we already participate)
9.	gouvernement provinciaux pour le transfert des relevés de notes du secondaire
10.	BC eTrancripts
11.	Canadian granting agencies and accreditation agencies; CHESICC
12.	Stats Canada
13.	other Canadian institutions
14.	Depends on what services are offered and what data is required
15.	Établissements d'enseignement hors Canada
16.	Principalement, avec des établissements internantionaux
17.	international organizations and institutions (e.g. to support student exchange programs, immigration, employment, etc); IELTS, IB, A-levels etc)
18.	all BC post secondary institutions
19.	Any provincial K-12 Ministry or Advanced Education Ministry
20.	ordre professionnels à l'extérieur du Québev
21.	Universités internationales
22.	Other Institutions
23.	CAT exchanges should happen through NBCAT group
24.	Language Proficiency Test Centres
25.	Point de contact provinciaux (à l'image du BCI)
26.	Other emerging provincial transcript exchange hubs
27.	Other college (curriculum)
28.	enhancements with current organizations - more data fields
29.	Any/All Institutions in the world - the ability to send/receive transcripts electronically
30.	National and international repositories of student transcript data
31.	Organizations that delivery the MELAB, Pearson's, etc. language proficiency exams, Chinese university entrance exam results
32.	Ariane/GDEU (all are already active)
33.	Other post secondary institutions and secondary school systems
34.	All other colleges and universities
35.	College of the North Atlantic

### What type of data would your organization wish to exchange?

Response	Chart	Percentage	Count
Admissions data		54.3%	44
Co-curricular information		16.0%	13
Confirmation of graduation		56.8%	46
Diploma information		40.7%	33
Financial aid information		45.7%	37
Language proficiency test information		51.9%	42
Proof of enrolment		56.8%	46
Tuition fee information		17.3%	14
Transcript data		92.6%	75
Professional or credentialing related data		34.6%	28
Other, please specify...		11.1%	9
None of the above		1.2%	1
<b>Total Responses</b>			<b>81</b>

### What type of data would your organization wish to exchange? (Other, please specify...)

#	Response
1.	Not sure at this time
2.	Enrolment data
3.	articulation
4.	Ontario Basic Income Units
5.	Course outlines
6.	admission portfolios and audition info; reference letters; e-portfolio (see Stanford U.)
7.	other institutions, via government
8.	Transfer Credit Data
9.	Course outlines/descriptions

### For SENDING this data?

Response	Chart	Percentage	Count
EDI		7.4%	6
Fax		0.0%	0
PESC XML		48.1%	39
PDF		9.9%	8
Regular XML		11.1%	9
Other		2.5%	2

Don't know		21.0%	17
<b>Total Responses</b>			<b>81</b>

**For RECEIVING this data?**

Response	Chart	Percentage	Count
EDI		7.4%	6
Fax		0.0%	0
PESC XML		49.4%	40
PDF		7.4%	6
Regular XML		12.3%	10
Other		2.5%	2
Don't know		21.0%	17
<b>Total Responses</b>			<b>81</b>

**Would your organization require a payment capacity built into a system for exchanging transcripts or other documents?**

Response	Chart	Percentage	Count
Yes		34.6%	28
No		18.5%	15
Possibly		46.9%	38
<b>Total Responses</b>			<b>81</b>

**Would your organization be interested in a pan-Canadian data exchange network to improve student mobility?**

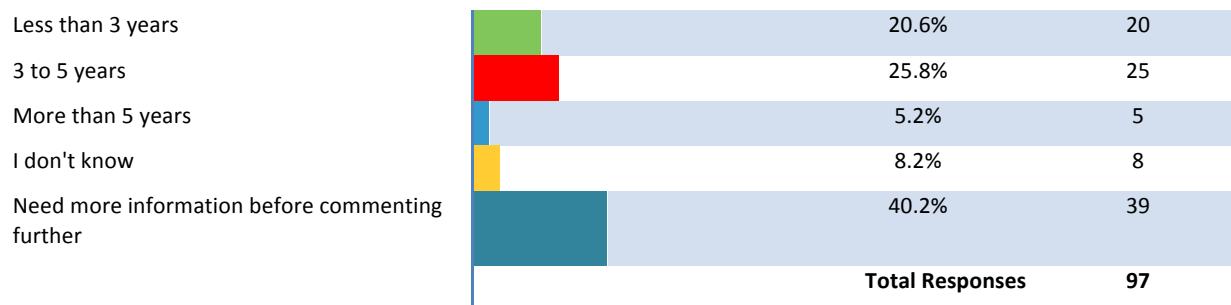
Response	Chart	Percentage	Count
Yes		70.1%	68
No		0.0%	0
Possibly		29.9%	29
<b>Total Responses</b>			<b>97</b>

**What rationale underpins your response?**

There are no responses to this question.

**If applicable, when might your organization consider participating in supporting the creation of a pan-Canadian data exchange network?**

Response	Chart	Percentage	Count
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**What type of information would your organization require to explore this concept further?**

The 60 response(s) to this question can be found in the appendix.

**If a pan-Canadian data exchange network model was possible, identify your level of agreement with each of the following foundational principles.**

	1 (strongly agree)	2 (agree)	3 (no opinion)	4 (disagree)	5 (strongly disagree)	Not applicable	Total Responses
Flexibility: The model should be sufficiently flexible to preserve institutional authority and autonomy	66 (68.8%)	25 (26.0%)	3 (3.1%)	2 (2.1%)	0 (0.0%)	0 (0.0%)	96
Centralized: The model should result in a single, secure data point of contact to Canadian post-secondary student data for international bodies	28 (28.9%)	41 (42.3%)	18 (18.6%)	8 (8.2%)	2 (2.1%)	0 (0.0%)	97
Efficient and Scalable: The model should build on the important work of existing, well-functioning provincial hubs and organizations such as those represented on CanPESC and the provincial application centres (e.g., BCcampus, OUAC, OCAS, ApplyAlberta, etc.).	47 (49.0%)	39 (40.6%)	7 (7.3%)	2 (2.1%)	0 (0.0%)	1 (1.0%)	96
Cohesive: The model should seek to establish exchange standards, nomenclature, and communication alignment to ensure a thoughtful, scalable, and coherent network	67 (69.8%)	25 (26.0%)	4 (4.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	96

**If a pan-Canadian data exchange network model was possible, identify your level of agreement with each of the following foundational principles.**

1 (strongly)	2 (agree)	3 (no opinion)	4 (disagree)	5 (strongly)	Not applicable	Total Responses
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	agree)		disagree)				
Student service: The model should result in better service to students	82 (84.5%)	14 (14.4%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	97
Capacity: The model should support building capacity to allow reporting on national student mobility	44 (45.8%)	39 (40.6%)	11 (11.5%)	1 (1.0%)	0 (0.0%)	1 (1.0%)	96
Sustainable: The model should be environmentally responsible and facilitate paperless transmission	66 (68.0%)	25 (25.8%)	6 (6.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	97
Fairness and Equity: The model should introduce consistent service support and delivery for students and provinces and territories that lack provincial student data exchange centres	55 (56.7%)	33 (34.0%)	7 (7.2%)	1 (1.0%)	0 (0.0%)	1 (1.0%)	97

**Are there any other principles that should guide creation of a pan-Canadian data exchange network model?**

The 25 response(s) to this question can be found in the appendix.

**Identify your level of agreement with each of the following endings to the statement, "A Pan-Canadian data exchange network model will..."**

	1 (strongly agree)	2 (agree)	3 (no opinion)	4 (disagree)	5 (strongly disagree)	Not applicable	Total Responses
Improve student service by ensuring transcript ordering is provided online via self-service with order tracking	60 (61.9%)	31 (32.0%)	3 (3.1%)	2 (2.1%)	0 (0.0%)	1 (1.0%)	97
Improve student mobility through efficient sharing of data (for admission, transfer credit assessment, scholarship application, etc.)	52 (53.6%)	37 (38.1%)	5 (5.2%)	2 (2.1%)	0 (0.0%)	1 (1.0%)	97
Ensure alignment with broader international and national goals of other Canadian organizations (e.g., Universities Canada, Colleges and Institutes Canada, Canadian Association of Prior Learning Assessment, CMEC CICIC, etc.)	23 (24.0%)	42 (43.8%)	26 (27.1%)	4 (4.2%)	0 (0.0%)	1 (1.0%)	96
Encourage national dialogue and collaboration in support of student mobility and success	41 (42.3%)	42 (43.3%)	11 (11.3%)	3 (3.1%)	0 (0.0%)	0 (0.0%)	97

**Identify the degree of benefit for each of the following endings to the statement, "A Pan-Canadian data exchange network model will..."**

	1 (strongly agree)	2 (agree)	3 (no opinion)	4 (disagree)	5 (strongly disagree)	Not applicable	Total Responses
Support Canadian provincial and national goals for internationalization by ensuring engagement in larger international initiatives (e.g., like the Groningen)	33 (34.0%)	46 (47.4%)	14 (14.4%)	4 (4.1%)	0 (0.0%)	0 (0.0%)	97
Enhance reporting capacity at all levels (institutionally, provincially, nationally)	46 (47.4%)	38 (39.2%)	10 (10.3%)	2 (2.1%)	0 (0.0%)	1 (1.0%)	97
Enhance data security, standardization of data exchange, and data validity	58 (59.8%)	34 (35.1%)	4 (4.1%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	97
Position Canadian post-secondary institutions at the forefront of technological innovations created to support student success	27 (27.8%)	45 (46.4%)	22 (22.7%)	3 (3.1%)	0 (0.0%)	0 (0.0%)	97

**What other benefits might creating a pan-Canadian data exchange network model bring to Canadian post-secondary organizations and students?**

The 14 response(s) to this question can be found in the appendix.

**Identify your level of agreement with each of the following endings to the statement, "Creation of a pan-Canadian data exchange network will need..."**

	1 (strongly agree)	2 (agree)	3 (no opinion)	4 (disagree)	5 (strongly disagree)	Not applicable	Total Responses
Support and engagement from institutional leadership	65 (67.0%)	31 (32.0%)	0 (0.0%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	97
Formal prioritization within individual institutional IT goals	58 (59.8%)	34 (35.1%)	1 (1.0%)	3 (3.1%)	1 (1.0%)	0 (0.0%)	97
Support from national and provincial government departments that have an interest in student mobility	66 (68.0%)	25 (25.8%)	3 (3.1%)	3 (3.1%)	0 (0.0%)	0 (0.0%)	97
To adhere to relevant legislation and regulatory requirements (e.g., privacy)	83 (85.6%)	13 (13.4%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	97
To be mindful of data security considerations	85 (87.6%)	11 (11.3%)	1 (1.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	97

Support from provincial and national organizations focused on student mobility	52 (54.7%)	38 (40.0%)	3 (3.2%)	2 (2.1%)	0 (0.0%)	0 (0.0%)	95
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**What are some of the risks associated with creating a pan-Canadian data exchange network model?**

The 51 response(s) to this question can be found in the appendix.

**In light of these anticipated next steps, what other considerations would you like to identify to the Task Force?**

The 25 response(s) to this question can be found in the appendix.

**As additional seed money will be required to move this initiative forward, what recommendations do you have for funding this initiative?**

The 33 response(s) to this question can be found in the appendix.

**Are there any other suggestions or comments you would like to share to assist the Task Force with this initiative?**

The 20 response(s) to this question can be found in the appendix.

## Appendix

### What type of information would your organization require to explore this concept further? |

#	Response
1.	Resource requirements both Financial and Person resources. Integration with SRS. Sufficient student disclosure to address privacy act.
2.	Networking with our CIO to understand how our system would interface with this system.
3.	Technical specifications and business requirements.
4.	Cost, infrastructure requirements, FOIP/legislation requirements
5.	Cost, technical requirements, additional software investments, staff resource requirements at implementation and required for long term maintenance.
6.	Type of info exchanged, Method of transfer, cost involved
7.	Who is leading, how many institutions involved, standards, technology, resource implications, timelines, benefit to students, benefit to institutions, etc.
8.	We would need more information about the technology, available systems, and cost.
9.	Impacts on SIS, data standards, service standards
10.	Security Overall technical infrastructure Mechanism for data integrity Areas of data standardization - definitions and application/usage
11.	technical requirements possible data sources file formats costing like vendor support networks
12.	Resources required
13.	logiciels utilisés, compatibilité des systèmes, définition des termes utilisés (par exemple, données statistiques, langage commun, échéancier, confidentialité
14.	Project scope and structure, costs vs. benefits, national universality.
15.	For us it would be the scope of the IT requirements and staff resources to make this happen. We are a smaller institution and budgets are very tight. We are about to launch the Campus Manitoba Transfer site this May/June, so riding on the wave of that success to get other things automated would be a huge benefit to admissions. student records and other student service areas. Also, Manitoba is behind other provinces in terms of initiatives like a central application centre and we do not do a lot of electronic exchange of data right now. If we were to agree to join this movement, there have to be some assurances that the smaller schools in the smaller provinces are not left behind. We just don't have the money, clout or IT expertise that some other provinces do. I think these very issues sometimes discourage a few from being truly interested, engaged or joining these types of pan-Canadian projects.
16.	We are joining the eTranscript exchange within BC this year. Once we have that experience, we will be in a better place to expand.
17.	Transcript exchange expansion is already part of the OUAC's existing strategic plan.



18.	Data on current national mobility and projections for the future (to answer and help make the case as to why we would invest huge time and effort) relative to the ROI.
19.	More detail on proposed initiatives Cost information including resource requirements Data transmission requirements and guidelines Intended timelines
20.	Institutional code standards
21.	Need to know parameters of what will be shared and in what format
22.	Cost implications and details around possible funding Anticipated resources required to support the project from the University (e.g., staffing) Details around the use of data for reporting purposes once it's within a hub (e.g., aggregate reporting) Document retention strategies Privacy implications given jurisdictional differences
23.	Ce type d'échange m'apparaît pertinent. Toutefois, l'INRS reçoit peu d'étudiants en provenance d'autres provinces canadiennes. Il ne s'agit donc pas d'un dossier prioritaire en ce moment pour notre établissement.
24.	cost, technical specifications, willing partners, security standards, timeline, cohesiveness and structure of model
25.	IT requirements, cost analysis, data exchange agreements,
26.	We would need to understand the resourcing implications. As a small institution, we may not have the capacity to lead the charge on this initiative, even though we support it strongly.
27.	resource commitment technical specs
28.	renseignements au niveau de la sécurité et de l'investissement nécessaire pour l'ajustement des systèmes d'information.
29.	Coûts, délais de livraison, niveau de sécurité, format dans lequel seraient échangées les données - cela peut varier selon le type de données. Nos besoins sont principalement axés sur la réception et l'envoi de documents en appui à la demande d'admission du candidat : relevés de notes principalement, attestations de diplômes obtenus. Le format sous lequel ces documents seraient reçus doit permettre la numérisation du document aux fins de conservation du dossier étudiant et de partage auprès des facultés.
30.	Essentiellement des informations techniques sur les technologies requises
31.	benefits, risks, costs, scope of commitment, work commitment
32.	Scope of project and costs.
33.	System and human resource requirements and project charter planning
34.	As a provincial consortium of PSE institutions in Manitoba, we are interested in how Manitoba institutions respond to this survey. If willingness/readiness is present we would like to help facilitate the emergence of a Manitoba data exchange hub, or its equivalent.

35.	Modalité d'utilisation. Organisation générale du réseau. Les intervenants. Sécurité de l'information.
36.	Resources and specifications. Benefits. Security measures.
37.	More details on the scope of the program internal details surrounding the infrastructure needed
38.	It would be important to know the interest that other institutions and allied organizations have in enabling pan-Canadian transcript exchange. It would also be good to know the amount of inter-province transfer of students across Canada. In addition, it would be good to know whether this concept would be supported conceptually by provincial and federal governments.
39.	Purpose of such an exchange (beyond the generic "to improve mobility") Resources required on our part (versus benefits to our institution)
40.	Technical specifications
41.	What unified format would best suit transcript data from across Canada? Would the chosen format allow for regional or institutional peculiarities?
42.	I do not think we would be interested if we were the only Banner college/post-secondary institution, but if there was a Banner-led initiative we would participate.
43.	Cost, capabilities of a system, reliability
44.	Synchronize all of the provincial transfer credit databases so that one IT download from our institution results in the data being placed in all applicable provincial databases.
45.	costs and time primarily. These would need to be approved first.
46.	A clear understanding of the scope of the project, who are all the partners and the associated resources in relation to both human and financial costs.
47.	information on security of data, comprehensive nature of data or at least sufficiency of data
48.	BCCAT would support in principle the development of a pan-Canadian data exchange that furthered student mobility. It's role in such a network will be shaped by the outcome of current work to create a provincial post-secondary application platform. The scope and governance of the application platform, and BCCAT's relationship to the platform is yet to be determined.
49.	What type of payment gateway will be used and would documentation be standardized across all the universities
50.	Time and experience with new Student Information System (implementation occurring over the next few years), standards of other stakeholders, commitment and plan by provincial government and the provincial public K-12 system.
51.	We would need to understand the parameters, the tool being used, funding support available, impact on current operations, timelines.
52.	Need to make internal decisions on SIS renewal. BC Ministry initiative re: transcript exchange would need to be better released before making a decision. Cost / Benefit analysis. Implementation timeline. Understanding national and international participants.
53.	We need to upgrade our SIS as a starting point.
54.	- Policy and Procedures

	<ul style="list-style-type: none"> <li>- Terms of agreement, MOU between the participating institutions</li> <li>- Checks and balances that secure the protection of privacy</li> <li>- Cost</li> </ul>
55.	Technical capabilities, available resources, FOIP considerations, security of the data, etc.
56.	<p>Quelle implication est demandée ou nécessaire (personne, monétaire)?</p> <p>La durée et l'importance nécessaire de l'implication.</p>
57.	<p>Need Assessment/Gap Analysis (Student and Institutional Perspectives)</p> <p>Privacy and Risk Assessment</p> <p>Project Plan and Timelines</p> <p>Costing and Resource Requirements/Model</p> <p>Best Practice Examples</p> <p>Identified exchange partner organizations</p>
58.	Further investigation would be needed on our part as an institution to determine what types of data we would want to exchange and with whom. We would also need to further investigate what method we would want to use to facilitate the exchange. Our current exchange of data has been done either through a dedicated portal or a FTP site.
59.	Financial and time commitment
60.	Resource commitment required; we are stretched thin in the coming four-year period as we implement a new student record system, as well as other administrative systems (HR/Payroll, Finance, etc.)

**Are there any other principles that should guide creation of a pan-Canadian data exchange network model? |**

#	Response
1.	I believe they have been covered in the previous two questions.
2.	Improve efficiencies for the receiving institutions.
3.	Accuracy, dependability, security, universality.
4.	If the new system is being modeled after systems that are working well (i.e. OUAC), we must keep an eye to the fact that the pan-Canadian project cannot be completed from one or two province's perspectives. For example, it may work in ON, but does it work as well in NS or SK? Each area of Canada is very different. The project must be equitable and it must hear and respond to the needs of each area. As stated before, I would also like to see participation from smaller schools in the development of the plan. The diversity in Canadian institutions should be leveraged as a benefit to this project, not as something to overcome.
5.	<p>The model should support keeping the data secure, private, and in Canada.</p> <p>The model requires the appropriate governance to achieve efficient decision-making.</p>
6.	Flexibility to allow existing application and data centres to manage and maintain exchange partnerships
7.	Consent based with a focus on data security and protection of privacy
8.	Strong data security; strong governance model
9.	Capacity issues of smaller institutions will need to be considered.
10.	Convivialité de l'outil de partage des données.

	Se reposer sur les structures existantes en matière de coopération interuniversitaire, comme le BCI.
11.	Le modèle pourrait être inspiré du fonctionnement actuel des universités au Québec qui passent par la plate-forme sécurisée du BCI
12.	flexibility in terms of technology - don't build on a platform that will quickly become obsolete; ensure it works with various student information systems
13.	Confidentiality and Right to Information Act Principles should be considered
14.	Bilinguisme
15.	Ne pas complexifier et alourdir les processus existants. Être transparent pour l'étudiant. Faciliter les échanges d'étudiants entre établissements.
16.	The data exchange format must be standards based.
17.	Recognizes provincially-accredited institutions, both public and private: include all relevant areas within the broad spectrum of post-secondary education in Canada.
18.	This would have to be a relatively low cost option in order for us to be able to participate.
19.	The model should result in a single, secure data point of contact to Canadian post-secondary student data for international bodies
20.	The model has to also consider the outliers - those organizations or institutions that do not or cannot commit to a data exchange network's requirements. Need to have a model that can still accommodate the "traditional" exchange of information, as the movement to a data exchange model develops nationally.
21.	Environmental scan to see how other countries have developed guiding principles to see if they might be applicable to our process/product going forward.
22.	Technologically sustainable. Cost/benefit.
23.	Ease of use  If there is a requirement for financial support, how do we make it equitable?manageable? for smaller post-secondary institutions  Ensure alignment with provincial ministries  Ensure development of clear definitions across institutions about requirements  Questioning the assumption that currently existing provincial data sharing/exchange bodies are high functioning
24.	Clear and transparent governance  Sustainable financial model for operations/maintenance and enhancements
25.	It should have long term sustainable funding.

**What other benefits might creating a pan-Canadian data exchange network model bring to Canadian post-secondary organizations and students? |**

#	Response
1.	A more collaborative approach in grading systems used nationally.
2.	Establishing national standards

	Stronger recognition of national standards may improve international mobility
3.	Rapidité des services, éviter le dédoublement de l'information ou les erreurs
4.	I think this would be a huge benefit - to our reputation world wide, to keeping Canadian students studying in Canada. Given the technological capacities and opportunities that already exist, we are behind the game in terms of how we look at and handle paper. This system would create a paradigm shift in terms of how we look at and treat transcripts, marks, applications, transfer credit, etc. I think it is a great idea.
5.	<ul style="list-style-type: none"> <li>- Savings in manual business practices, paper and postage costs</li> <li>- Reduction in fraudulent documents</li> <li>- Ability to use data received (e.g., for automatic GPA calculations)</li> <li>- Increase in speed/efficiency/security of data exchange</li> </ul>
6.	Expedite the admissions process by ensuring documentation is available more quickly
7.	The ability to serve the student throughout the process would be greatly enhanced as well as the opportunity for processes within the institution to be streamlined.
8.	<p>Capture information in a standard format that can be leveraged for informed decision-making. Allow PSIs to share the cost of services provided students</p> <p>Allow for comparable reporting nationally and internationally</p>
9.	Transparency
10.	Global mobility of students, information and opportunities.
11.	The biggest benefit from my perspective would be in the efficient processing of applications for admission and in the support of students and graduates who need us to be able to confirm their educational history for other institutions and organizations. Supra-institutional organizations, like ARUCC and CMEC, might focus on the benefits for reporting, but for the institutions the benefits are likely to be mostly in our efficiency of service, not to mention the accuracy and security of the data.
12.	Mobility as you have indicated, transparency and the student experience.
13.	<p>Better and faster processing of data / applications.</p> <p>Ease of student experience.</p> <p>Better research and analysis.</p>
14.	<p>Access to data</p> <p>Data is shared in a timely manner as well as in a point in the cycle that most benefits the student and the organization</p> <p>As much as possible, data format that is standardization and easily accessible or decodable - data requires as little manipulation as possible</p>

**What are some of the risks associated with creating a pan-Canadian data exchange network model? |**

#	Response
1.	<p>Information is potentially held outside of an organization.</p> <p>Lack of flexibility for unique institutions.</p> <p>Exclusion due diversity of an institution.</p> <p>The perception that this data exchange creates an upper organizational structure that causes the institutions to "serve" vs. enhancing efficiencies and effectiveness.</p>

	How will exchange network be monitored and enforced?
2.	A lot of work to create, which is possible, but the bigger risk is in ongoing maintenance.
3.	Leaving institutions behind. Not all institutions have the resources (people and/or funding) to commit to such an endeavor so how could this initiative address this challenge. Moreover, not all institutions are at the same level in terms of infrastructure (software/hardware). Without every institution participating, you risk disadvantaging students.
4.	Data Security IT Requirements Different systems and requirements for different institutions
5.	Financial support and sustainability. It must be a government priority.
6.	different post-secondary systems (University vs. College) different levels of commitment (Provincial vs. National)
7.	Scale and cost. Ensuring the appropriate data is being exchange and we have permission to share this data with these organizations.
8.	A lack of a national post-secondary system
9.	Security and privacy risks.  The scale and complexity of the undertaking opens risk to partial or incomplete implementation. The extensive timeline makes the project vulnerable in terms of consistent sponsorship.
10.	maintaining currency  not enough support from across the country may weaken results from an international prospective
11.	maintenir à jour, panne du système (serveur) donc arrêt de tout le processus dans les établissements, piratage
12.	Information security (breaches), system performance (slowness), exchange maintenance (greater than anticipated)
13.	I think a lot of people will have concerns over security and authenticity, so these two will have to be right on target to get commitment and buy-in from people and institutions. There are going to be a lot of people that will be against the idea for many reasons (lack of IT knowledge, resistant to change, don't want to lose autonomy), who will be looking for ways to bring the project down or deny participation for their school. The project needs to be transparent at all stages, collaborative with all parts of Canada, engaged with smaller and larger schools, and be developed at a pace that is sustainable.
14.	Decentralization of education in Canada makes situation potentially more complex.  Final model may impact and add complexity to existing hubs, unless an appropriate governance model supports it.  Funding the model and getting a critical mass on board within a reasonable time frame.  For some institutions and/or provinces, participating may be deemed too costly or too human resource intensive.
15.	Creation of unrealistic expectations regarding speed of admission decisions
16.	Increased workload and need for institutional resources (IT and business units)

17.	Attempting to accommodate the needs of all interested stakeholders will be challenging.  Agreements will need to be on a national level - what framework is in place to do this?
18.	Sécurité des données
19.	Funding (new funds, use of existing resources?)  Governance of the exchange network, the data and access protocols  How do members access data and what are the data sharing protocols?  Data security/breach, consent protocols  Data reporting protocols - clear guidelines on what is reported and to whom
20.	Security; non-participation (opt out)
21.	Any transmission of data brings with it risks however, a good risk management plan will ensure these are managed. Accessibility is a key component that must be considered. Ensuring that all students, past, present and future, regardless of any accessibility issues have equal and appropriate access to the systems developed.
22.	-Privacy  -The loss of institutional autonomy  -Over centralization
23.	- Duplication of Work/Reporting  - Complexity due to diversity of Canadian post-secondary system  - Language challenges (ie English/French - we have limited capacity with French language dealings of data)
24.	Multiplicité des formats de transmission, les particularités de chacun des systèmes d'information en matière de gestion des études, la géométrie variable des établissements participants en matière de "maturité" technologique.
25.	Les contraintes de l'uniformisation des formats. Le réseau devra s'assurer de respecter les particularités de chaque établissement.
26.	Dans le contexte budgétaire, difficile de prioriser ce projet.
27.	lack of technical support; lack of participation; potential loss of data security; might impede existing, small-scale collaborations
28.	Infrastructure and Software Support
29.	Some institutions may view this initiative as leading to a loss of students due to easier transfer between jurisdictions.  Some institutions may be wary of the additional workload this model could place on limited staff.  The exchange of data on this model has some inherent risk on the security of data, however small.  More advanced entities might be wary of sharing their technology and ideas.  Some institutions may find that standardization would require substantial change to their student information systems.
30.	loss of autonomy, security of data, institutional cost
31.	Complexifier et alourdir les processus déjà en place au sein des établissements (la solution doit être transparente pour l'étudiant).
32.	Privacy and security. Resourcing. Those who opt out of the exchange. Finding a common platform.

33.	security of data
34.	The risks of creating a pan-Canadian data exchange model could be: <ul style="list-style-type: none"> <li>. costs to develop/maintain or purchase service may be higher than expected or take longer than expected</li> <li>. the differences in data security and student privacy issues within Canada and outside of Canada may require special handling or take longer than expected to negotiate a successful data exchange strategy and operational protocol</li> </ul>
35.	Hide existing distinctions between practices and terminology at institutions thereby potentially leading to confusion.
36.	Could be difficult to ensure that all institutions have the same system capabilities and can all participate in a project of this magnitude, given other institutional priorities.
37.	Security and shadow production of false transcripts by unscrupulous tech savvy people.
38.	-Length of time for the project -Cost -Adoption of a pan-Canadian standard
39.	The two biggest risks we were able to identify are, first, in the area of data security, and, second, in the area of project management--we have this odd concern that this is a project that might disintegrate into chaos unless it's managed particularly well.
40.	It is important to ensure that access to any national data exchange network is equitable. Institutional size, geographic location and resources should not prevent otherwise qualified institutions from providing these benefits to their students.
41.	Data Governance and Security
42.	Data security, buy-in, sustainability,
43.	Inability for institutions to afford the costs associated with such a network. Lack of human resources at the institution level to participate. Getting every institution to agree to the "definitions" - whatever those may be.
44.	Redundancy with provincial services. Over-reliance on electronic data; is there redundancy? Governance and maintenance. Open us up to greater security / privacy risks.
45.	capacity and capability in IT shops at each institution. Suggest doing through a more centralized model to mitigate this challenge/risk.
46.	- Data security - Validity of data
47.	Increased workload at an institutional technical level Technical glitches Security breach The ability for an organization to opt out
48.	La possibilité de créer un réseau lourd en programmation qui devient difficile à maintenir au fil des années.
49.	Potential 'brain drain' in facilitating student mobility to leave province or nation.
50.	Data security



<p>Privacy concerns</p> <p>Selective/Unequal implementation</p> <p>Cost or Revenue loss</p> <p>Human Resourcing (loss/gain)/Collective Agreement implications</p> <p>Policy and process implications</p>
<p>51. Some institutions may not be able to fully participate due to internal resource constraints; Private institutions need to be considered; The data centre could be hacked; Profits from transcript revenue may be lost; (Possibly) it will be challenging to keep all data current.</p>

**In light of these anticipated next steps, what other considerations would you like to identify to the Task Force? |**

#	Response
1.	Have an IT person in the second chair and a visionary leading the project. The latter secures buy-in and the former builds it.
2.	This initiative will not be successful for our students if we do not include every institution in Canada (public or private).
3.	<ul style="list-style-type: none"> <li>- understanding institutionally specific requirements will impact the overall outcome.</li> <li>- assessing implications of uneven technical and cultural readiness</li> </ul>
4.	financière, cela va probablement avoir des répercussions sur l'Établissement et la mise à jour des systèmes, ou même des ressources allouées
5.	Consultants must be carefully monitored. Leadership, even in the preparation of the business case must come from functional experts.
6.	<ul style="list-style-type: none"> <li>- Need to break this down into steps or phases. Is focus on a particular data set, e.g. transcripts? If so, high school or post-secondary, or both? Need to set some parameters to start with.</li> <li>- Discussion and decision on use of standards / data formats</li> <li>- To start with, who is the audience for receipt of data? (e.g., national, international, PSIs, high schools, gov't, agencies...)</li> <li>- We need to keep a finger on the pulse of what else is going on in the world of data exchange, e.g., PESC's EdExchange, Groningen pilots, partnership between PESC and Groningen, etc.</li> <li>-</li> </ul>
7.	Building on successes of organizations that already have procedures in place can disadvantage institutions/organizations that have not started down the pathway; there will need to be some consideration for disparate levels of institutional readiness (even if all are willing and want to participate); smaller institutions will not have the same level of resources to participate/catch up
8.	How will technical gaps (due to the state of individual institutions and the sheer volume of institutions) be identified/addressed?
9.	Regional participation; strong, regular communication messages and mechanisms; engage a consultant to methodically manage business case development; strong business case; student engagement
10.	<ul style="list-style-type: none"> <li>-Keep focused on official objectives</li> <li>-Avoid scope creep</li> </ul>
11.	ce projet devra être priorisé par mon institution afin de pouvoir offrir une contribution financière et investir éventuellement dans les systèmes d'information requis

12.	Attention à la spécificité du réseau des universités au Québec
13.	Generally, post-secondary institutions don't have budgetary capacity to help support an initiative like this
14.	If the Task Force does not already have a representative from each province, efforts should be made to expand its membership to include all.
15.	-consultative process of all stakeholders to ensure end product is what we need -what are the tangible benefits for ONT. uni's given we already hve a lot of this in place -tech requirements
16.	Il faudrait réfléchir aux enjeux éthiques d'un tel réseau.
17.	Institutional resourcing would be a key consideration to the success of the initiative.
18.	The task force should have a clearer descriptions of the target. Providing data exchange in the sense of transcript exchange is significantly different form data collection to allow to record mobility trends.
19.	We cannot identify other considerations, but we wish the Task Force the best of luck with these endeavours.
20.	The scope of the project and the anticipated time timelines
21.	There may need to be more education about the opportunity to stakeholders - particular to those not already engaged in this discussion (some clarification of the opportunity and possible pathway, in layman's terms)
22.	Have institutional President's been consulted?
23.	Make it clear who is providing governance of this process.
24.	We would prefer to have in-person dialogue regarding this and the next question.
25.	Need to work with existing provincial bodies such as ACAT, BCCAT, etc.

**As additional seed money will be required to move this initiative forward, what recommendations do you have for funding this initiative? |**

#	Response
1.	Corporate and government funds - governmental understanding of federal and provincial information is essential for its own growth and international posture.
2.	Apply to provincial bodies, such as ONCAT.
3.	This needs to be federally and provincially supported. Most provinces have seen cuts to post-sec so looking to institutions to fund such a thing will be challenging.
4.	Perhaps support from Universities Canada. It could be a challenge for individual institutions to come up with funding. If there are some institutions that are willing to provide seed funding, perhaps a royalty model could be developed to pay back these initial investments.
5.	Lottery ;)
6.	Contact those whose stated goals are being supported by the initiative: UC, CIC, CAPLA, CMEC, CICIC, Ministries, BCI, COU, etc.
7.	I think the governments (and CAT's, where applicable) should be looking to support this.
8.	- Possible institutional or provincial contributions (according to % of post-secondary population perhaps) - Government grants - An existing organization takes it on with the expectation that the final model will become a future revenue generator for them

9.	Federal government funding may be most appropriate, so that regions / institutions currently unable to contribute to a pan-Canadian initiative are not disadvantaged.
10.	Provincial govt. funding on an ongoing basis
11.	Government participation at the federal/provincial levels.
12.	Seek funding from various provincial and federal governments.
13.	use strong business case for fundraising purposes; seek financial support from student organizations; provincial/institutions contributions may be necessary; work through lobbying organizations (universities canada and others) to approach potential funders
14.	Government funding would certainly be helpful. I believe institutions may have limited monetary resources to support, even if they support the initiative,
15.	Une contribution par établissement devrait être de faible coût étant donné le contexte budgétaire difficile des universités au Québec.
16.	Participation de chaque établissement partenaire. Coût de base + modulation en fonction de l'effectif étudiant.
17.	Provincial/territorial government support
18.	Fundraising Initiatives, consider other federal and provincial grants and see if provincial grants can be used cross-provincial borders.
19.	The Task Force should explore potential federal sources of support, and also with organizations such as the CMEC, particularly given its recent efforts to formulate strategic objectives in PSE.
20.	-this is a big discussion/decision! -how is the cost split? -what is the provation? -province to province? college vs uni?
21.	Soutien gouvernemental
22.	Provincial and federal support.
23.	Seed money should come from government
24.	Perhaps the TASK Force could propose a voluntary institutional "crowd sourcing" model, with usage benefits for funders for future use of the pan-Canadian Network.
25.	Federal, provincial and territorial governments should be approached for this. Especially institutions with provincial organisations providing data exchange may not be positioned to fund expansion to a national level.
26.	Utilize advertising space within the online transcript ordering portal
27.	Someone in our group here mentioned 'crowd-sourcing' as an option. That was probably said in jest, but maybe the underlying thought is to spread the cost over the users. Currently, the sending of transcripts is paid for by the students here--and at many other universities. it might be easiest just to build a system to allow for this practice to continue.
28.	Without ministerial funding I do not see individual institutions having the financial ability to support such an initiative. Quite frankly I worry about the human resource impact at individual institutions
29.	Prioritize a focus on funding from organizations (ARUCC, BCCAT, BCRA, etc) over individual institutions to maximize buy-in and to create collective ownership. If more resources are required, you can go to individual institutions, but only after exploring the broadest options through organization related to post-sec sector.
30.	look to sector organizations to see if they can help fund the costs

31.	We would prefer to have in-person dialogue regarding this and the previous question.
32.	Government funding federal/provincial will be required. PSIs should not have to foot bill
33.	Roulette: #27 Red.  Just kidding!

**Are there any other suggestions or comments you would like to share to assist the Task Force with this initiative? |**

#	Response
1.	The impact on post-sec could be very dramatic if this goes through. It will not only facilitate mobility, it will start to break down the silos between provinces, especially around transfer credit.
2.	Some questions were very ambiguous which risks interpretation by different respondents leading to inaccurate results.
3.	To congratulate them on what has been accomplished so far. It is all very exciting and promising.
4.	Get it right, not necessarily fast.
5.	<p>- We agree with the first part of the statement above "Improve student service by ensuring transcript ordering is provided online via self-service with order tracking", but we are uncertain exactly what is implied by "order tracking", specifically how detailed such tracking would be.</p> <p>- While discussions of, and plans for, a possible pan-Canadian data exchange network model are taking place, it is OUAC's intention to pursue our existing strategic plan and to continue to expand our data partnerships as we are able.</p>
6.	Interested in being updated on this initiative
7.	In principle, our institution is in favour of this initiative. We do have some difficulty seeing how our institution will get there in practical terms given limited resources. We would need provincial government support, including financial support, to participate in such an initiative.
8.	<p>Regarding charging fees:</p> <ul style="list-style-type: none"> <li>- McGill charges alumni the per transcript fee</li> <li>· McGill charges current students a per term transcript fee (not individual transcript charges)</li> </ul> <p>Other comments - current send/receive activities that should be nuanced a little:</p> <ul style="list-style-type: none"> <li>o The reporting question on the survey needs some nuancing: McGill Sends data to professional organizations, e.g. OIIQ, CaRMS to support individual student needs, not just a roll up for statistical reporting purposes</li> <li>o Quebec Unis also Send data of all confirmed CEGEP applications to BCI and Receive data from BCI of all CEGEP applicants who have accepted more than one offer in a restricted enrolment program</li> </ul>
9.	<p>-Should be focused on date exchange</p> <p>-Keep separation from mobility initiative</p>
10.	We are strongly supportive of the initiative. A mandate or legislation from government to participate may be helpful.
11.	Le terme qui revient souvent pour faire état de la finalité du projet est "d'encourager" la mobilité étudiante". Je pense

	<p>personnellement que ce dont il s'agit, c'est plutôt d'offrir un meilleur service aux étudiants par un échange rapide, confidentiel et sécuritaire des données les concernant. Il n'y aura pas plus de mobilité parce que nous sommes plus efficaces. La mobilité se trouve facilitée par des modalités plus conviviales, simples et rapides et les établissements ont tout à gagner sur le plan de la productivité et de l'efficacité dans l'utilisation de ses ressources. Mais l'échange électronique de données "n'encourage" pas la mobilité. Peut-être est-ce une question de traduction?</p>
12.	<p>Pour plusieurs universités québécoises, la clientèle en provenance des autres provinces du Canada est très limitée. Ce projet permettra peut-être de créer un lien qui n'existe pas réellement en ce moment. Par contre, il ne faudrait pas que ça devienne une contrainte supplémentaire dans notre réalité.</p>
13.	<p>We hope that provinces that have little in place for data exchange will have their needs well considered, along side those who are far more advanced in their systems and collaboration.</p> <p>I think that Manitoba will have a strong interest in this project, and we look forward to helping to facilitate solutions.</p>
14.	<p>We support the initiative as it benefits students and their mobility and educational success.</p>
15.	<p>The Task Force may want to approach the leadership of existing Canadian student data exchange hubs to identify some strategies for moving forward on a pan-Canadian network.</p> <p>The benefits of an early agreement on the protocol used for hub-to-hub document exchange transmissions would greatly save time and effort if participating hubs and organizations are following the same basic pattern. From our point of view, using PESC data exchange standards and RESTful web services makes sense for Hub and inter-organizational exchange.</p>
16.	<p>Recommend consulting with OCAS/OUAC, including CRALO representation on the Task Force</p> <p>Understand the challenges related to reporting and the potential ties to existing reporting mechanisms e.g. PFIS-CSER.</p>
17.	<p>I must admit that the group we gathered here at Royal Roads University to develop our responses to the survey questions was often nonplussed by the questions. We do send 'data' electronically all the time, but much of this is by e-mail with an Excel or Word attachment; somehow, we doubt that's what you had in mind. The truth is that we do exchange student data electronically in a few cases, but this happens currently in a very, very limited way. We don't use one of the BIG 5 SISs, so we would have to build our own linkages to whatever data transfer system was eventually built. That might actually be easier but it's likely to be considerably more difficult and time-consuming than we would like.</p>
18.	<p>Good luck and thanks for moving this initiative forward</p>
19.	<p>Thank you for your work on this.</p>
20.	<p>Once results of survey are known, looking forward to a provincial sector wide discussion.</p>