



MDREN Pilot Update



Guy Jones, MDREN

Pilot Overview

Pilot goal was to quickly enable some key services in the state, including the launching of a partnership with Coursera evaluating this platform for support of remedial and wide-scale education. The two key goals of our plan are to

- 1) Leverage existing standards in higher education – these include InCommon, and
- 2) Developing a partnership with a commercial provider, Fischer International.

Pilot Description - details

- Target constituents and scope

Ten institutions in the USM are participating in the study, including research universities, regional comprehensives, metropolitan institutions, and HBCUs. These span the state of Maryland, including institutions serving urban populations, the Eastern Shore, the mountainous western part of the state, and suburbs of Baltimore and Washington D.C. While all are public institutions, they cover a very wide range of institutional types.

- Federation model selected

The partnership with Fischer International leverages the very aggressive pricing Fischer International is offering higher education and builds on a relationship that Fischer has developed with Coppin State University. Our plan was to provide consulting services to members of MDREN that would help them adopt the Fischer offerings.

- Targeted applications or services

Last year the University System of Maryland (USM) and Ithaka began an initiative to test a variety of interactive online learning platforms, with the broad aim of learning how emerging technologies could be used to improve outcomes and reduce costs for students enrolled in traditional institutions. Coursera became an early collaborator in this effort through its interest in understanding better how students learn from MOOCs and what benefits MOOCs might offer when embedded in hybrid courses.. This study is supported by a grant from the Bill and Melinda Gates Foundation.

MDREN Members

University System of Maryland

- Bowie State University
- Coppin State University
- Frostburg State University
- Salisbury University
- Towson University
- University of Baltimore
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland Center of Environmental Science
- University of Maryland, College Park
- University of Maryland, Eastern Shore
- University of Maryland, University College
- University System of Maryland,

Community Colleges

- Anne Arundel Community College
- Carroll Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Frederick Community College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Prince Georges Community College
- Wor-Wic Community College

MDREN Members

Non-USM 4-Year Public and Private Colleges

- Loyola University Maryland
- Morgan State University
- Sojourner-Douglass College
- St. Mary's College of Maryland
- United States Naval Academy
- Washington College

LEAs

- Allegany County Public Schools
- Charles County Public Schools
- Carroll County Public Schools
- Prince George's County Public Schools

Coursera Pilot Participants using Shibboleth

- University of Maryland College Park
- Towson University
- University of Maryland Eastern Shore
- Bowie State University
- Coppin State
- University of Baltimore
- Salisbury University
- Frostburg State University
- University of Maryland Baltimore County.

InCommon Membership

- Chesapeake College
- Coppin State University
- Loyola University Maryland
- Salisbury University
- Towson University
- University of Baltimore
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland University College
- University of Maryland, College Park
- University of Maryland, Eastern Shore
- Community College of Baltimore County

Challenges

Challenges encountered and how they were addressed

- Each school had a different support structure of deploying Shibboleth
- Fischer International contracts that had been negotiated to assist deployment were not used.

Successes and Lessons Learned

Successes

- Were able to move several schools to Shibboleth – having a defined service was the driver
- This has led to an increase of InCommon membership by the participants
- We have been able to use the Pilot as an example during established on-going discussions with other groups in the state; K12, Libraries, State Agencies

Unanticipated Benefits

- Interest by MSDE and the county LEA's in state K12 authentication structure supporting state wide testing

Status and Path Forward

- Next Steps

- We are looking at other federation models to serve the state of Maryland
 - There is uncertainty as to the level of responsibility our board is comfortable with MDREN assuming
 - Our SPs have not been using InCommon
 - Although more members are participating in InCommon we are only up to a third of current members
- K 12 interest in developing a test environment to support mandated Race to the Top and other state wide tests. We are working with our LEAs and Maryland State Department of Education (MSDE) to explore options to include authentication / trust structures based on our experience.