eLearning Consortia Innovations from California and New York

June 14, 2016

- The webcast will begin shortly.
- There is no audio being broadcast at this time.
- An archive of this webcast will be available on the WCET website next week.

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WICHE Cooperative for Educational Technologies

eLearning Consortia Innovations from California and New York

June 14, 2016

eLearning Consortia Innovations from California and New York

- Welcome.
- Use the question box for questions and information exchange.
- Archive and Resources available next week.
- Follow the Twitter feed: #WCETwebcast.

Megan Raymond
Manager, Events and Programs,
WCET

mraymond@wiche.edu
@meraymond

Overview

Introductions → WCET's Consortia CIG → Cal State Online → Open SUNY → Q&A

Questions from the Audience

- If you have a question, please add your questions to the question box. We will monitor it and have time for Q&A at the end of the presentations.

Moderator

Kevin Corcoran

- Executive Director
- Connecticut Distance Learning Consortium

Presenters

Gerry Hanley

- Assistant Vice Chancellor, Academic Technology Services
  Executive Director, MERLOT
- The California State University, Office of the Chancellor

Kim Scalzo

- Executive Director
  - Open SUNY

IMPROVING STUDENT SUCCESS THROUGH COURSE REDESIGN WITH TECHNOLOGY AND MORE!

Gerry Hanley

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CSU System Demographics

- 23 campuses
- 460,000 students
- 45,000 faculty & staff
- “Largest” 4-year university system
- Very diverse university system in the U.S.
- About 80% of students on some financial aid

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CSU Academics

- Offers 1,800+ bachelors and masters degree programs
- Awards half of CA bachelors degrees yearly (100,000 graduates/year)
- Awards one-third of CA masters degrees each year

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Enrollment Bottleneck Solutions

Bottlenecks = anything that limit students' ability to make progress toward degrees:

- **Curriculum/Student Readiness**
  - Curriculum, pedagogy, and student readiness combine to produce students repeating courses
- **Place-bound**
  - Waiting for required courses to be offered at your campus and their campus then getting enrolled
- **Facilities**
  - Limited number of seats in STEM lab classrooms in both GE and majors
- **Students' Confusions About Courses**
  - Students not knowing the available options of courses and schedules for them to enroll in the right courses at the right times
- **Affordability** - Cost and Cash Flow

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Enrollment Bottleneck Solutions

Mapping Solutions to Causes

- **Redesign High Enrollment/Low Success Courses** to Improve Curriculum, Pedagogy & Student Readiness Bottlenecks
- **Virtual Labs** to Improve Facilities Bottlenecks (Course Redesign)
- **Affordable Learning Solutions** to lower the cost of course materials (Course Redesign)

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Enrollment Bottleneck Solutions

Mapping Solutions to Causes

- **Cross-Campus Online Courses** to Improve Place-bound Bottlenecks (Course Redesign)
- **eAdvising** to Improve Student Choosing Courses

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ONE STOP SHOP FOR CSU PROGRAMS
www.calstate.edu/courseredesign

Course Redesign with Technology

HOME | PROGRAMS | SHOWCASE | RESOURCES | ABOUT

Course Redesign with Technology

The CSU Course Redesign with Technology program was developed in response to the enrollment bottlenecks that many students were experiencing, limiting their ability to progress toward graduation. There are many reasons why CSU students face these bottleneck issues. Read more about CSU Enrollment Bottleneck Solutions.

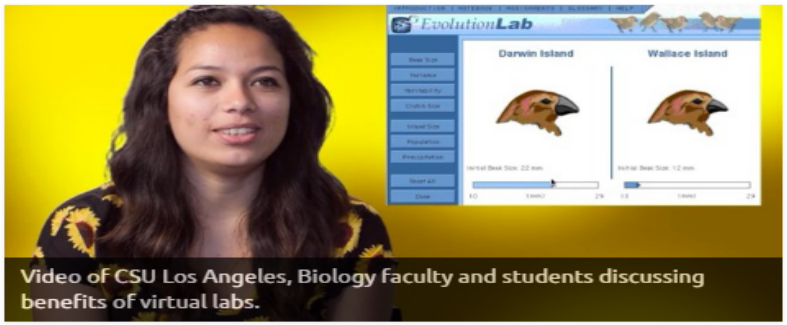
Announcements

- @CalState LA Virtual Labs success featured in article — June 2, 2016
- Summer Institute 2016 — April 4, 2016
- Sustaining Success, 2016-2017 RFP Available — March 9, 2016
- CRT History Faculty Article Published — January 26, 2016
- Course Redesign Improves Graduation Rates at CSULB — January 19, 2016

Featured Blogs

Former Ed. Secretary Arne Duncan Joins Ed-Tech Company Board of Directors - Politics K-12 - Education Week
Jun 10, 2016
Education Week: Technology

Enrollment Bottleneck Solutions Initiative



Video of CSU Los Angeles, Biology faculty and students discussing benefits of virtual labs.

Strategies and Solutions to Address the Causes of Enrollment Bottlenecks

- **Proven Course Redesign**: Offering a year-long program for faculty who are interested in engaging with successful course redesign models from other campuses that have proven greater student success. Discipline cohorts are funded to meet in-person twice a year and online bi-weekly. See Proven Course Redesign page.
- **Promising Practices for Course Redesign**: For faculty interested in a campus-based pilot for redesigning bottleneck courses to increase access and to improve student engagement and success. See Promising Practices page.
- **Virtual Labs:** Offers faculty support to redesign bottleneck courses adopting virtual STEM labs making facilities less of a bottleneck and giving students more flexibility in learning science principles by

Search

Quick Links

- Summer Institute 2016
- Calendar of 16-17 RFPs
- Professional Learning Community
- E-Portfolios Showcase
- Submitting E-Portfolios
- Quality Assurance
- CourseMatch
- eAdvising
- Tools

Redesign ePortfolio Showcase

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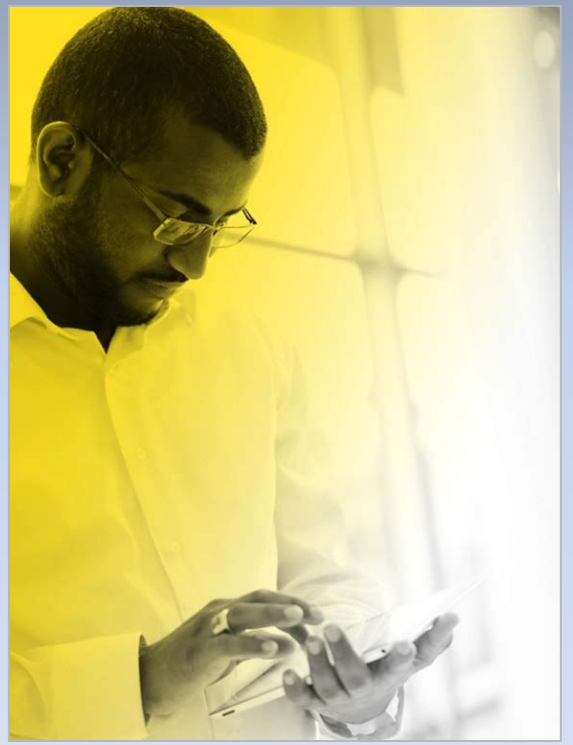
Course Redesign with Technology

- Engaging about 600 faculty from 23 CSU campuses are redesigning about 500 courses in about 30 different disciplines



- **Pedagogies/Technologies**
  - Flipped Classrooms/Active Learning
  - Supplemental Instruction
  - Virtual Labs
  - Adaptive Learning

Proven Practices Program

- Campuses nominate “Proven Practices” for the high enrollment/high failure rate courses
- Publish information about Proven Practices
- Faculty choose if they want to learn the Proven Practices and we create discipline-based cohorts
- Conduct face–to-face “eAcademy” in summer - 5 days
- Faculty commit to adopt/adapt in upcoming year and participate in Professional Learning Community
- Faculty capture redesign and outcomes in ePortfolio

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Promising Practices: Campus-Specific Bottlenecks

Local Priorities and Redesigns

- Still create ePortfolios
- Still participate in Professional Learning Communities

Pedagogies and Technologies

- Supplemental Instruction
- Active Learning
- Hybrid Courses
- Fully Online Courses
- Clickers/Student Engagement

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Professional Learning Community Webinars

- Orientation: Establishing Project Activities and Outcomes
- QOLT: Effective Online and Blended Course Development
- Data Analytics and Documenting Impact
- Implementing Successful Supplemental Instruction
- Universal Design for Learning
- Introduction to ePortfolio Template
- ScreenCasting for Enhanced Teaching and Learning
- Fostering and Ensuring Academic Integrity in the CSU
- Redesign Project Showcase
- Cool Tools for Blended/Online Learning
- ePortfolio Showcase
- Flipping the Classroom: Making the Most of Student Time

Search e-Portfolios:

Search... Search

Jump to Discipline:

Featured Go!

Featured

E-PORTFOLIO TITLE	ABSTRACT	AUTHOR	CAMPUS
Understanding the History of World Civilizations thorugh Digital Technology and Team-based Teaching		Ivey, Linda	East Bay
A New Gateway to College Success: Civic Purpose and Active Learningin U.S. History Courses		Ford, Bridget	East Bay
Flipping the Anatomical Position: Enhancing Studetn Understanding and Success in BIOL 208 Human Anatomy via Flipped Lectures and Interactive Laboratories		Young, Kelly	Long Beach
Improve Time-On-Task and Data Analytics Skills Through Group Projects and Activities in Business Calculus		Chang, Jen-Mei	Long Beach

Search

Announcements

Course Redesign with Technology Summer eAcademy, June 16-19

Redesign ePortfolio Showcase

Participants in the CSU Course Redesign with Technology program are creating ePortfolios to share their experiences and outcomes.

http://courseredesign.csuprojects.org/wp/eportfolios/

wcet **OVER 250 Faculty ePortfolios available** wcet.wiche.edu

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Course Redesign with Technology
Strategies for Student and Faculty Success

Proven Redesign Course

"Flipped Classroom: Increasing Student Success in Introductory Physics Courses"

Homeyra R. Sadaghiani, Department of Physics & Astronomy

Cal Poly Pomona

hrsadaghiani@csupomona.edu

Project Abstract

Flipped classroom is the pedagogy behind the redesign of these two courses, which can also be tailored to a Hybrid-online format. Students watch, listen, and interact with online content on their own time and come better prepared to take more active roles in class discussion, group work, and problem solving practices. The method allows instructors to use the precious class-time for more demanding cognitive tasks: tackling difficult problems, working in groups, peer instruction, researching, collaborating, crafting and creating. We utilized SmartPhysics multimedia online course content developed at the University of Illinois.

We compared the learning, attitudes, and experiences of students in flipped classes with the traditional lecture sections in a controled research study. Our research indicates that students in the flipped class overall did better than control group. In addition, student attitudes regarding the course and online material were very positive. They enjoyed the flexibility associated with the online prelectures, felt they were easy to use, and found presentations and the examples to be effective in helping them to learn physics.

SmartPhysics
A web-based multimedia rich course material for introductory calculus-based physics courses.

Background

The Cal Poly Pomona Physics and Astronomy department provides algebra and calculus based Freshman Physics courses (PHY 120/130 series) to over 4,300 students from 23 departments across the campus. Transformed courses include the first (PHY 131 - Mechanics) and third quarter (PHY 133 - Electricity and Magnetism) of calculus based General Physics. Historically over 20% of the grades have been D, F or WU for these courses. Therefore, the transformation of this course has a potential to impact large number of science and engineering students.

Cal Poly Physics students are representative of the surrounding community, with over 60% non-white student population. Many are first generation college students and hold part or full time jobs off campus and commute to school daily. Thus, a flipped course with online component could be popular and ppropriate.

What did you change through the redesign?

Students view the online Pre-lectures before each face-to-face class meeting, take online quizzes, practice some online worked examples, and complete a set of weekly online homework problems.

Syllabus BEFORE Redesign

Syllabus AFTER Redesign

Redesign Activities and Course Material

The two main elements of the Physics Flipped Redesign Courses are:

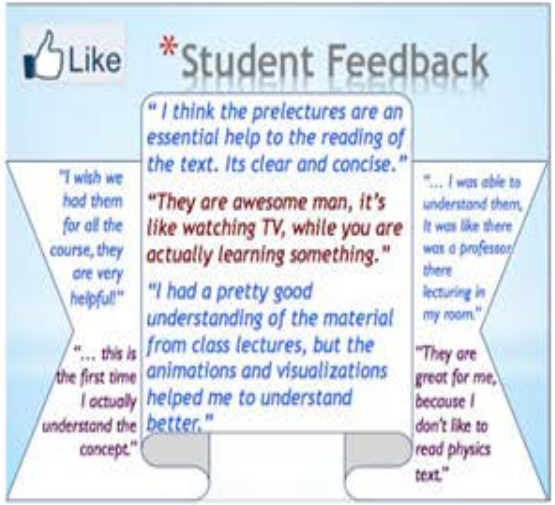
1. **Online Course Components:** provided using SmartPhysics which is a web-based system, based on research in physics education, cognitive learning theory, and the principles of multimedia learning and contains the following elements:

- **Prelectures:** provided initial exposure to the content prior to class meetings with narrated animations and embedded assessment questions. Each module contained essential content of one lecture.
- **Checkpoints:** assessments (online quizzes) before class and after viewing prelectures to measure the students understanding of the core physics concepts required for class activities.
- **Homework:** with random numbers for each students and worked example, modeling different steps of a good solution.

2. **Redesign Course Activites:** were focused on engaging students with the applications and synthesis of the content they have received online. Some examples include:

- **Interactive** demonstrations
- **Scaffold** of complex concepts
- **Problem solving** techniques and strategies

Student Reactions to Learning with the Redesigned Activities



What's Special About Teaching with the Redesigned Activity?

- Gives instructors **class time** to do more interesting things during class lecture, and students then appreciate lecture more.
- Promotes collaboration, **interactive engagement**, and self learning

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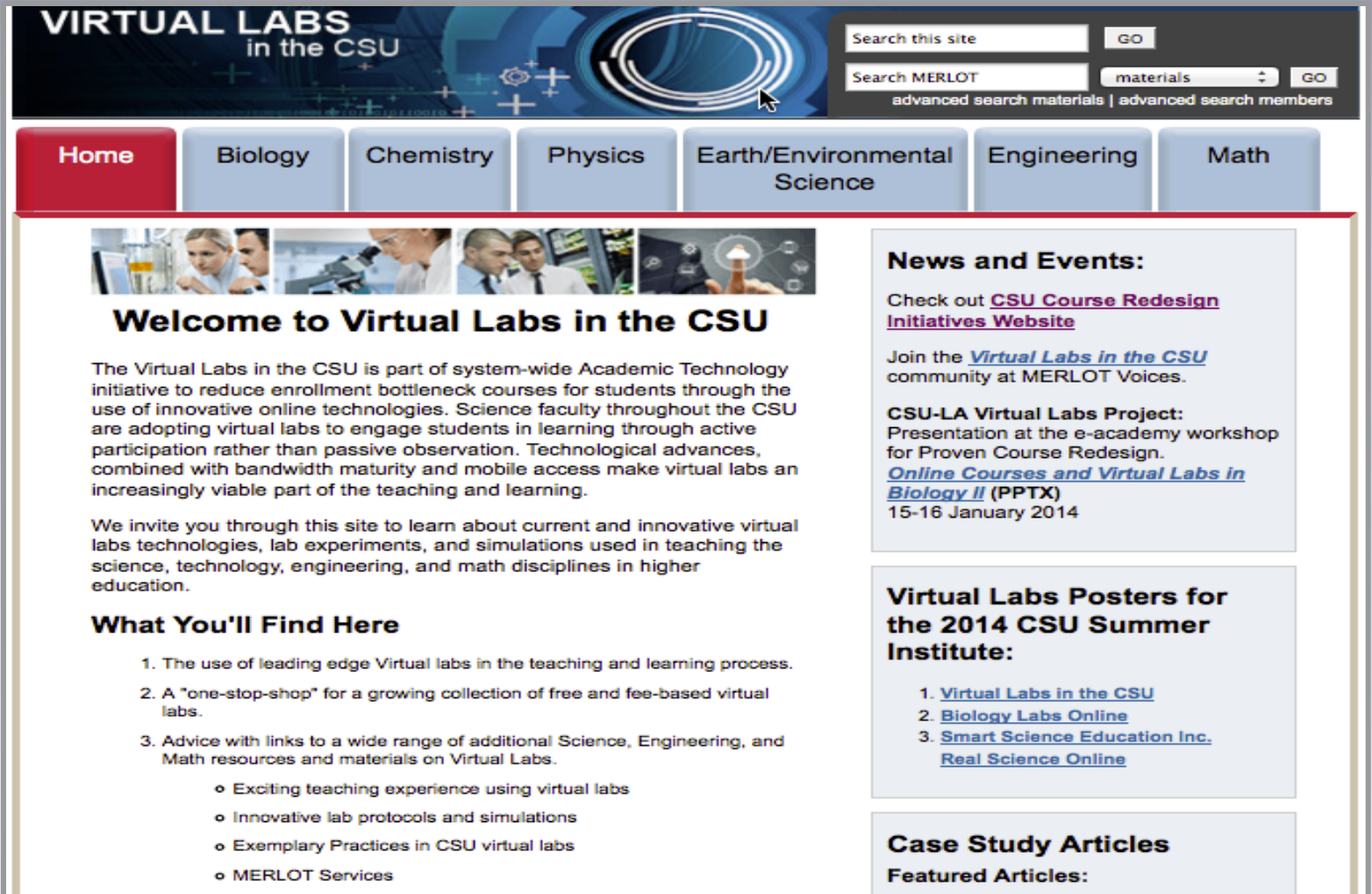
Virtual Labs → Facilities Bottlenecks

http://teachingcommons.cdl.edu/virtuallabs/



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Redesigning Courses
Redesigning Facilities

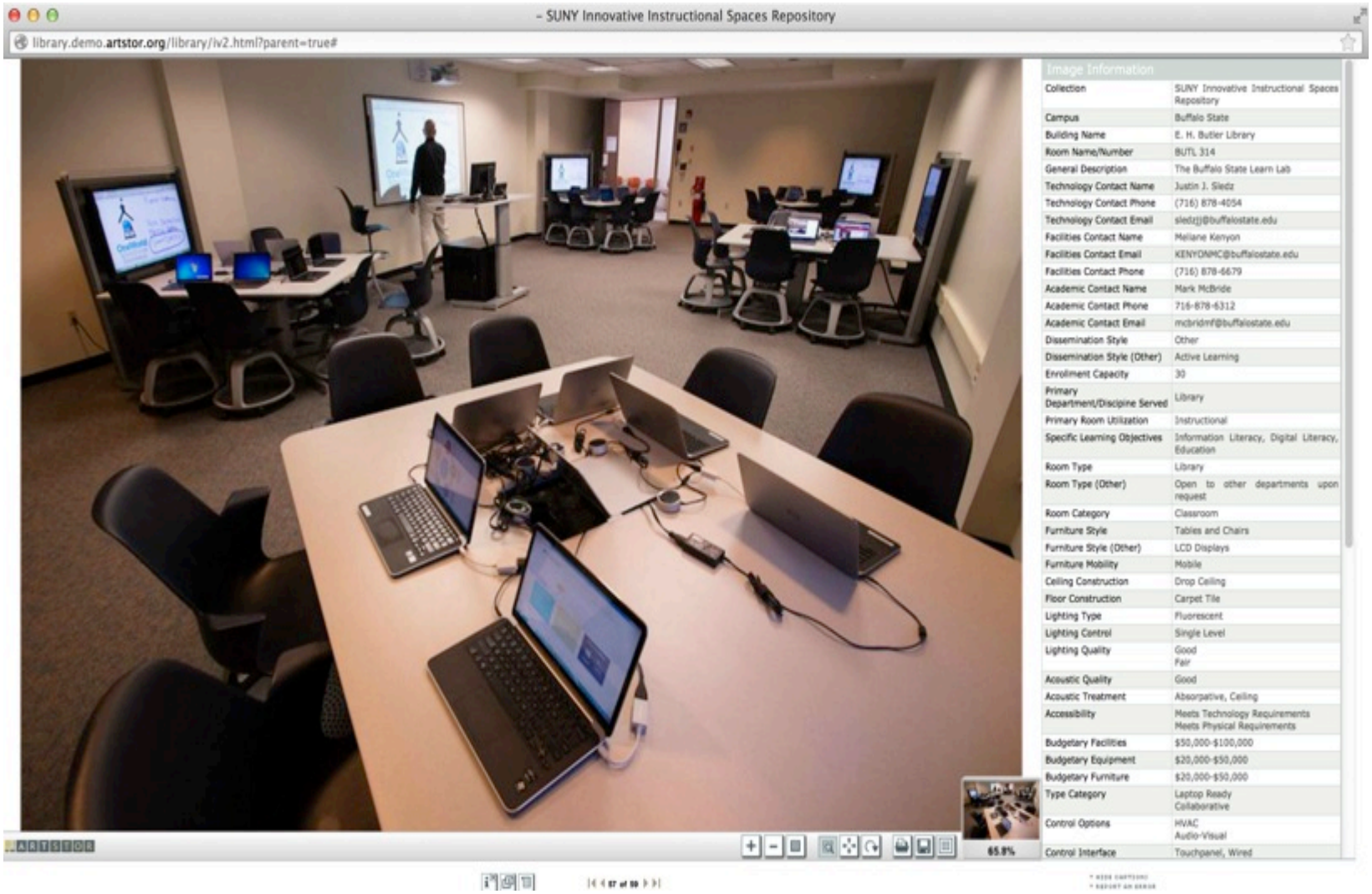
FLEXspace
Flexible Learning Environments eXchange

REDESIGNING TEACHING-LEARNING SPACES

WWW.FLEXSPACE.ORG

FLEXspace

Example Record View



EDUCAUSE

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Connecting Textbook Affordability and Student Success

CSU students pay more than $1,000 per year.

2012 Florida students' responses to costs (survey)

- Not purchase the textbook (64%)
- Take fewer courses (49%)
- Withdraw from a course (21%)
- Fail a course (17%)

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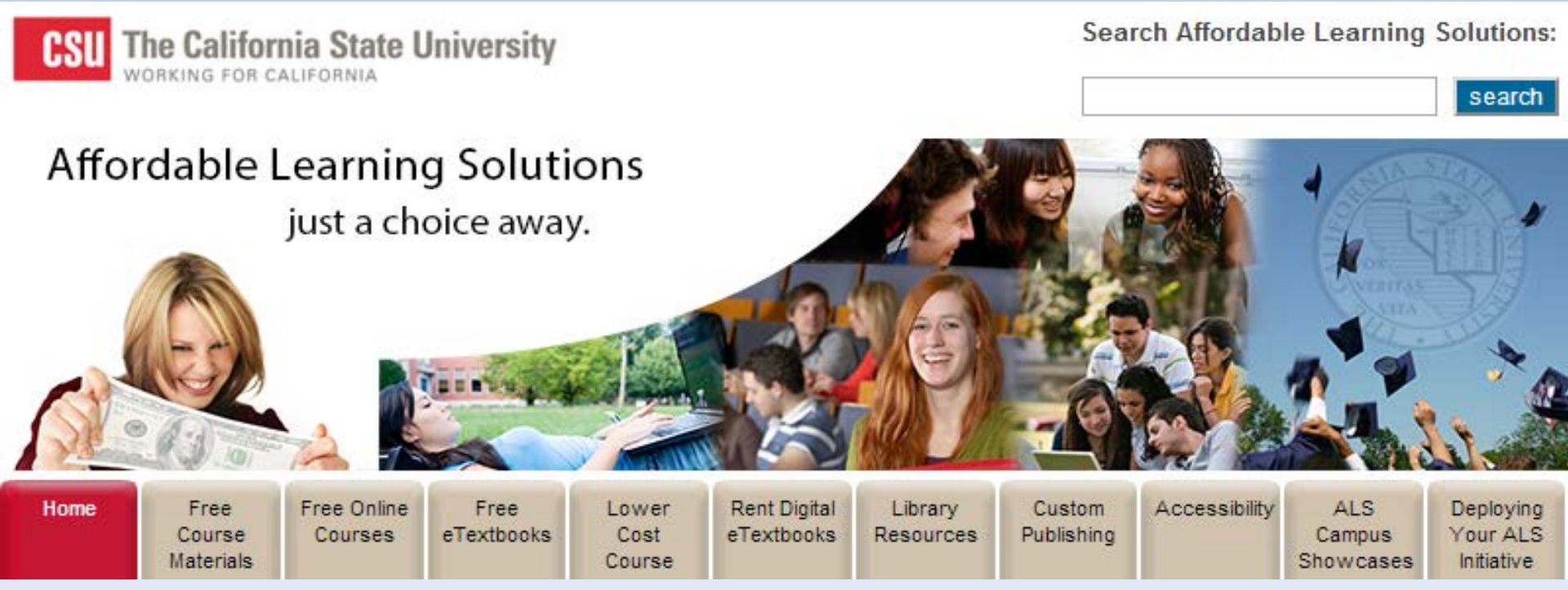
Launched in 2010

http://affordablelearningsolutions.org

- Alternative Quality Content
- Tools & Technologies
- Policies, Marketing & Implementation Strategies



Campus AL$ programs

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CHICO STATE 125 YEARS
CALIFORNIA STATE UNIVERSITY | Chico

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- Our Initiative
- 10 Ways to CALM Down Your Textbooks
- Open Education Resources (OER)
- Lower Cost Alternatives
- Copyright Basics

Cougars Affordable Learning Materials

CALM

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Considering a new textbook?

Use Akademos to find and compare high quality, more affordable texts including open education offerings. Search by subject, title, ISBN or author and compare results in a matrix.

The cost of a college education continues to rise, outpacing inflation and median income growth in the

Faculty **Students**

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www.cool4ed.org

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California Open Online Library for Education

HOME FIND FACULTY SHOWCASE COURSE SHOWCASE eTEXTBOOK REVIEWS SHARE

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- FREE and OPEN Course Materials
- FREE and OPEN Online Courses
- FREE and OPEN Access Journals and Articles
- Colleagues In Your Discipline

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Course Showcase

The California Open Education Resources Council, a collaboration among UC, CSU and CCC faculty, is facilitating the peer review of open textbooks which are showcased in the California Open Source Digital Library (COOL4Ed).

The **COOL4Ed Course Showcase** will be continually updated during the duration of this project (2014 – 2016), and it will eventually reflect approximately 50 courses and a number of peer reviewed open textbooks for each course.

	CID Number	Course	Course Description and Adoption Information
	ACCT 110	Financial Accounting	General Course Description and Recommended Free eTextbooks Faculty Reviews of Free eTextbooks Recommend eTextbooks
	BUS 101	Introduction to Business	General Course Description and Recommended Free eTextbooks Faculty Reviews of Free eTextbooks Recommend eTextbooks
	BIO 110B, 120B, 115S	Human Anatomy and Physiology	General Course Description and Recommended Free eTextbooks Faculty Reviews of Free eTextbooks Faculty Showcase for Using Free eTextbooks Recommend eTextbooks

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Faculty Showcase

Business | Education | Humanities | Mathematics & Statistics | Science & Technology | Social Science

Business

Matthew J. Holian from San Jose State University, CA
eTextbook: Principles of Microeconomics by Rittenberg and Tregarthen

More Microeconomics
Free and Open eTextbooks

Course Description:

Allocation of resources and distribution of income as affected by the workings of the price system and by government policies. Notes: May be taken concurrently or prior to Econ 1A. Meets the general education requirement for social science – human behavior, Area D-1

Quote

"A major motivation for me was certainly the desire to save students money. However I also want to make the material easy to access, for example, by sending students PDF documents, or by copying and pasting sections of the text into emails and so on. So it is not just that the books are free but they are also easy to access."

Learn How I Use This Open Textbook in My Course

Brian Evans from Foothill College, CA
eTextbook: Principles of Microeconomics by OpenStax College

Course Description:

Micro-analysis of economic life. Allocation of resources. Consumer behavior. Pricing and output decisions. Distribution of wealth and income. Nature and characteristics of business enterprises. International trade. Comparative economic systems. ECON 1A

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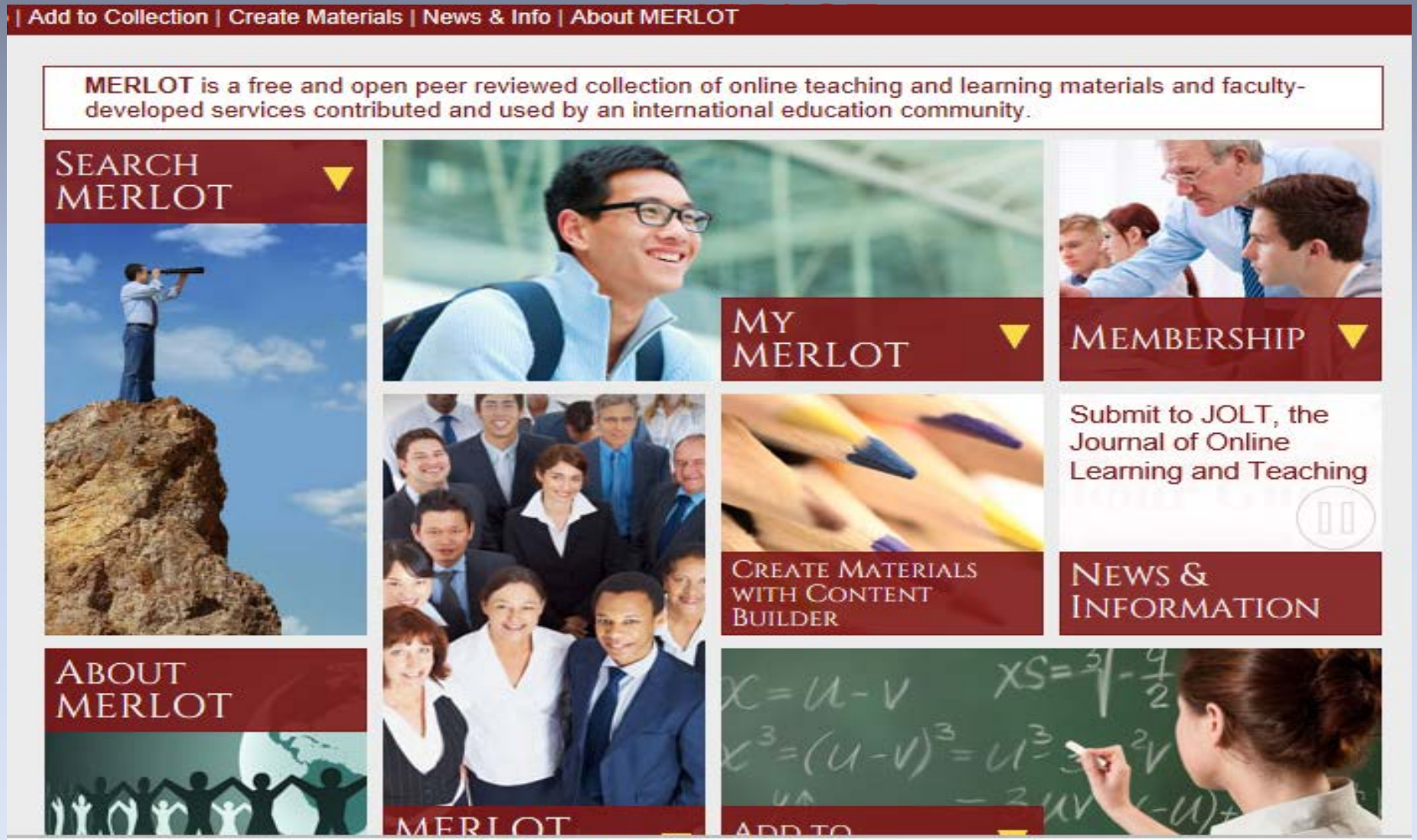
www.merlot.org



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Cal State Unv's AL$ Serving Other States

http://opensunyals.org/

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Online Courses → Place-Bound Bottlenecks

www.calstate.edu/coursematch

Fall 2014

CourseMatch

Cross-Campus Enrollment – Fall 2014

More Access to Fully Online CSU Courses

Here's how it works:

1. Check out what you need to succeed.
   - Answer a brief questionnaire to ensure that you are eligible to enroll in CourseMatch courses.
   - You will also have an opportunity to take an informational self- assessment to determine if an online class is a good fit for you.
2. Pick your campus (below) and find your course.
   - Explore the courses that interest you by clicking on the "course name" links.

How Much Enrollment in Fall 2015?

Over 1,400 Fully Online Courses with over 100,000 seats filled by CSU students

- Almost all online students take online courses at their own campus
- Only 300 students were cross campus enrollments

70 Courses were submitted & met CourseMatch criteria - Comparable student success rates as face–to-face/hybrid courses

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Quality Assurance

Building TRUST in online courses, whether it is trust in your own online courses or trusting the use of other's online courses.

- **Instructional Quality**
- **Academic Integrity**
- **Universal Design for Learning and Accessibility**

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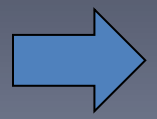
Quality Assurance More Online Courses



- "Certified" training for faculty learning to apply the QM Rubric
- "Certified" Peer Reviewer
- "Certified" Master Reviewer/Train the Trainer
- "Certified" evaluation of course against the QM Rubric

QOLT
quality online learning & teaching

- Rubric for Course Design and Delivery
- Aligns with QM
- Recognition Program within the CSU

Working on OLC Institutional QA strategy in CSU

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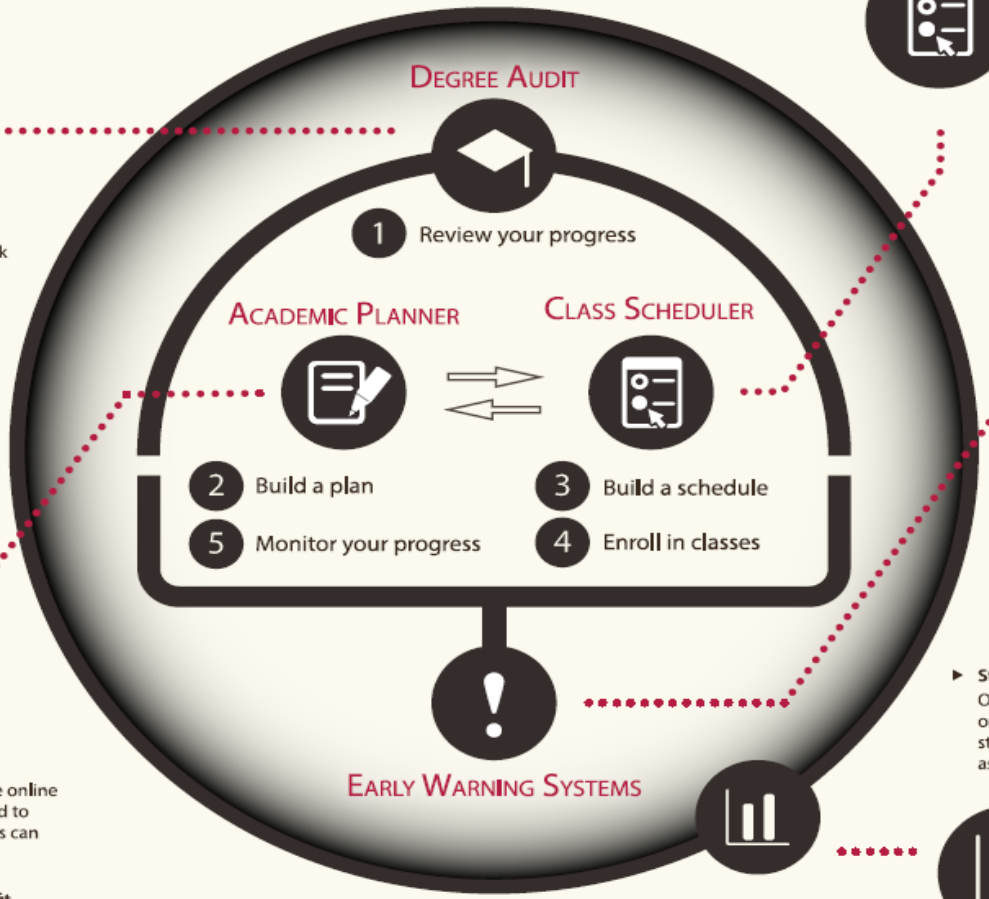
Advising → Better Decisions



Degree Audit Tools

- **CSU Northridge**

A degree audit is a computer-generated analysis that enables the student and his/her advisor to assess the student's academic progress and unfulfilled degree requirements. These audits guide students as they track their own progress toward a degree.

- **Student Benefit**
  Summary of all completed work by category or requirement fulfilled
- **University Benefit**
  Consistent advising tool to assist both students as freshmen or transfer students

Academic Planner

- **CSU Chico**

Academic planners provide students with an interactive online report which utilizes information from a student's record to recommend future course enrollment by term. Planners can reshuffle a plan based on changes in majors or minors.

- **Student Benefit**
  Creation of personalized roadmap to the degree
- **University Benefit**
  Basis for planning course offerings for future terms and automating processes

Class Scheduler

- **CSU Sacramento**

Class scheduling tools provide web-based schedule planners for use by students as they prepare to select courses each term. Students can indicate days and times of availability and filter results which fit their needs.

- **Student Benefit**
  Easy creation of a personalized schedule each term based on her/his needs
- **University Benefit**
  Distribution of demand across course sections, reduction in answering scheduling questions, information about student scheduling patterns

Early Warning & Case Management

- **CSU Fresno**

"Early Warning" and "Case Management" toolsprovide advisors, tutors, mentors, students, and administrators appointment management, engagement, communication, and tracking tools through online solutions available across the institution.

- **Student Benefit**
  Opportunity for faculty or staff to connect students to support or assistance
- **University Benefit**
  Wrap-around services and reporting from across campus to support students

Predictive Analytics

- **CSU Long Beach**

Predictive analytic tools combine technology, aggregate student data, research, and algorithms to help institutions positively affect outcomes with at-risk and off-path students. These tools help identify trends and patterns in order to address specific campus needs.

- **Student Benefit**
  Provide alternate course or major options that might not be known
- **University Benefit**
  Identify hidden patterns of student success and challenge

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Strategies for Students' Needs

- **Decisions** on academic pathway to graduation
- **Time** – amount & schedule
- **Affordability** amount & cash flow
- **Access** to learning materials & teachers

- **Readiness** to learn college level skills
- **Community** of friends
- **Engaging & Convenient** learning opportunities & environments

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THANK YOU

For more info:

- **Gerry Hanley: ghanley@calstate.edu**
- **www.calstate.edu/courseredesign**

OPEN SUNY

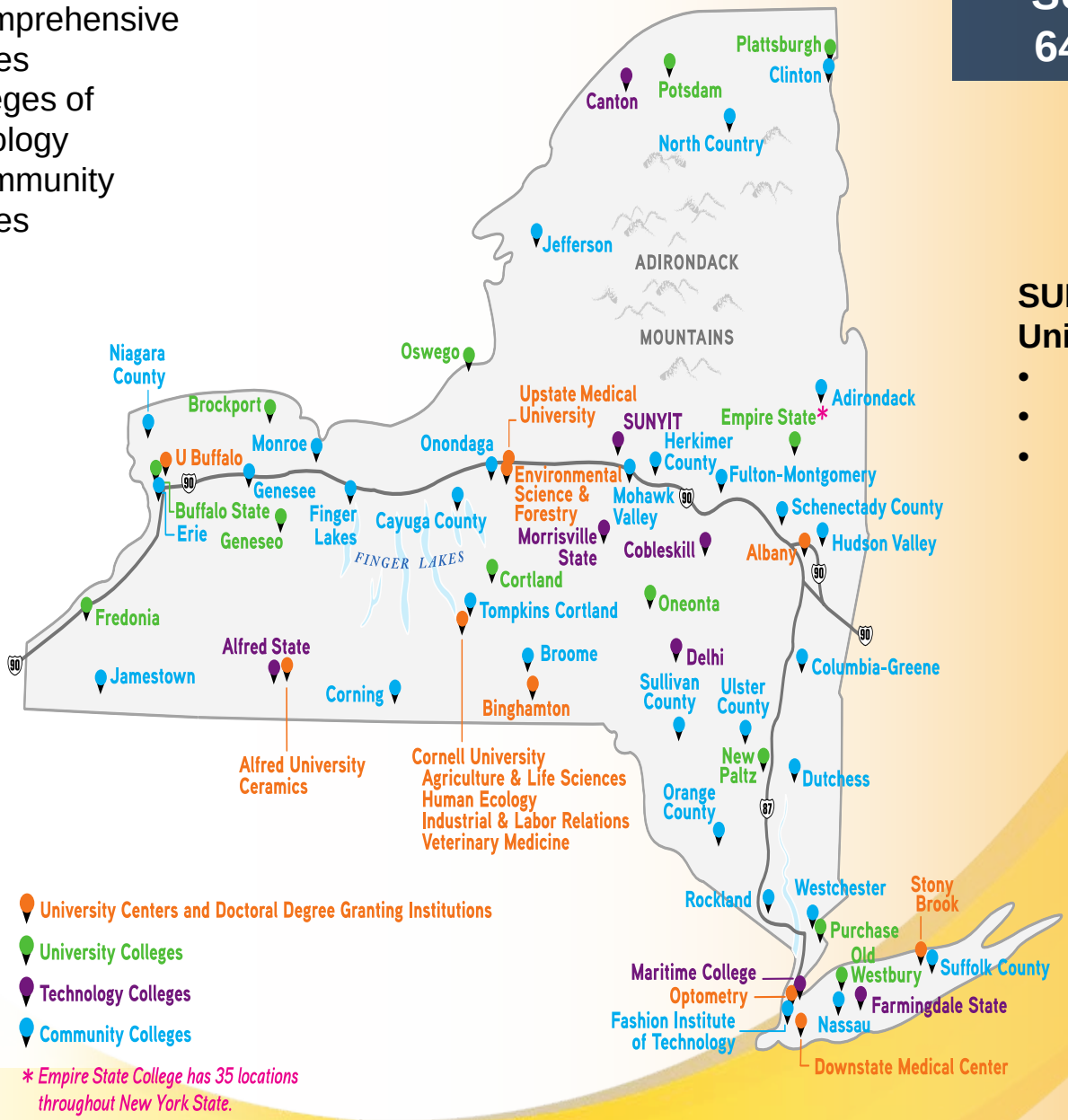
WCET – June 14, 2016

Kim A. Scalzo
Executive Director of Open SUNY

Campus Sectors

- 13 Doctoral granting
- 13 Comprehensive Colleges
- 8 Colleges of Technology
- 30 Community Colleges

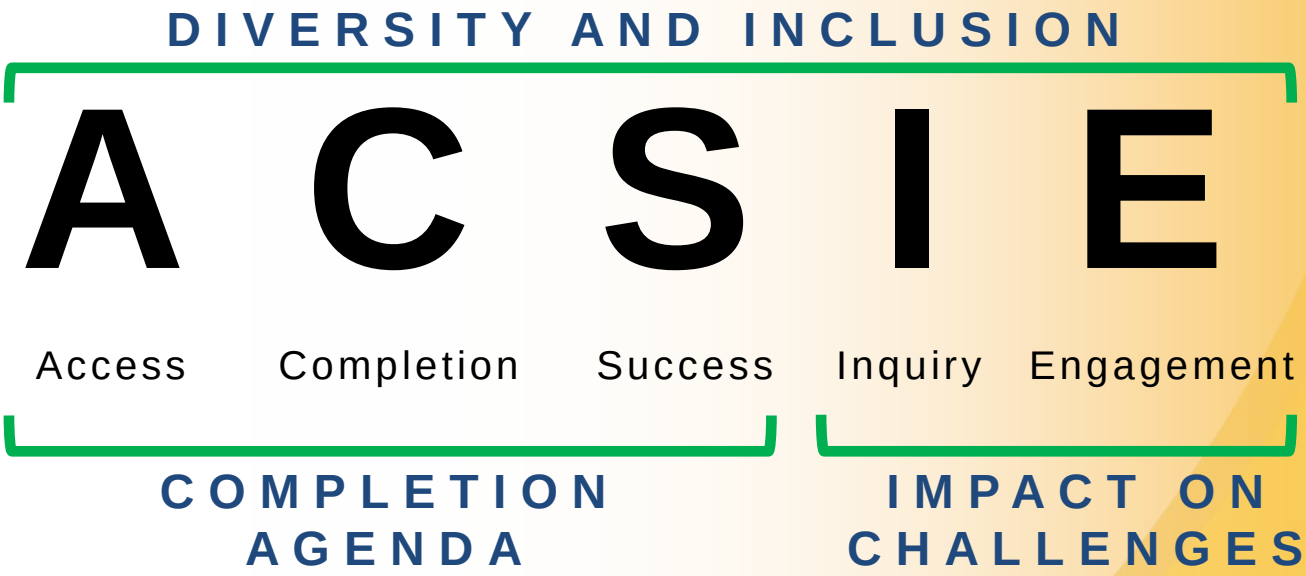
SUNY System
64 Campuses



SUNY = Largest Public University System in the US

- 462,698 students
- 34,695 faculty
- 53,000 staff

SUNY Excels Performance Framework



Open SUNY Mission

Open SUNY will lead the SUNY System in the advancement of online learning at both the campus and system level with primary emphasis on the Completion Agenda by:

- Providing exemplary models for online program development and campus provided services
- Delivering high quality, cost-effective services to support campus online learning operations
- Advocating for SUNY-wide policy, infrastructure, and resources in support of online learning
- Promoting and engaging in research and innovation in online learning

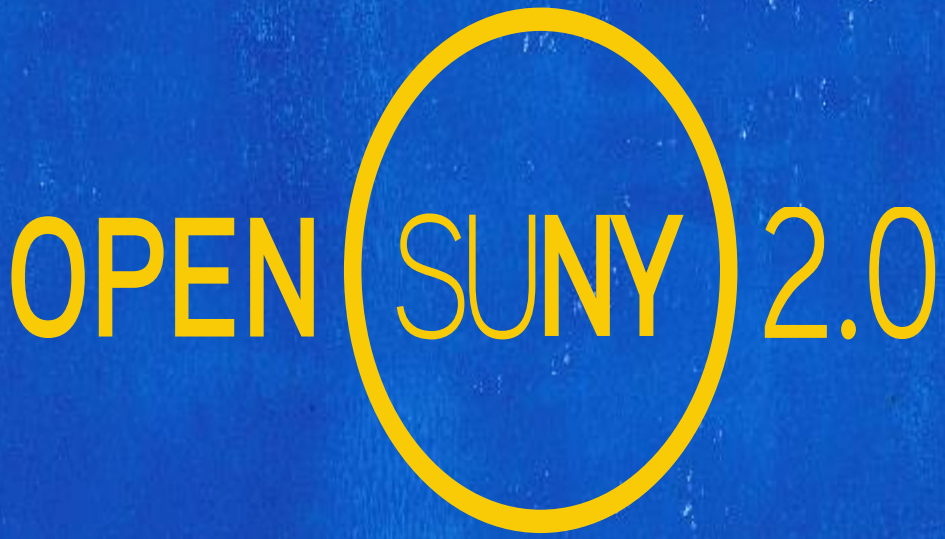
Open SUNY Serves:

Online students and those who support online students

Faculty who teach online and those who support Faculty who teach online

Campus leaders in achieving campus goals for online learning

NYS Employers with workforce development and continuing education needs



Optimized **P**ersonal **E**ducation **N**etwork

Open SUNY 2.0

- **Faculty-to-Faculty Partnerships– focus on leveraging the strengths of the system, modularization, and open education resources**
- **Campus-to-Campus Partnerships– focus on multi-campus new degree programs in the high needs areas**
- **Campus-to-Employer Partnerships – Support from System Admin to help**
- **Expansion of Open SUNY+ for Degree and Certificate Programs – Goal of more online programs meeting OS+ quality standard**
- **Opportunities, support, tools, and platforms to crowdsource the development of open and shared course content**

Optimal Personal Education Network

- **Learners come with a wide range of educational needs based on where they are and what they want to achieve – we need more options beyond full degrees and certificate programs**

- **More emphasis on new strategies for meeting the needs of leaners where they are with what they need to advance and thrive, including:**
  - **Prior Learning Assessment**
  - **Adaptive learning platforms**
  - **Competency-based education**
  - **Stackable micro-credentials**

- **Beyond Online – leveraging physical facilities for blended learning opportunities**

Drivers for Open SUNY 2.0

- **Gaps between projected Department of Labor needs for new graduates and programs currently available online – single institutions may not be able to do it alone**
- **Call for lowering the cost of education – some initial success with OER initiatives**
- **Sustainability of low enrollment programs and courses**
- **Need a comprehensive set of educational solutions**

Open SUNY Serves

Campus leaders in achieving campus goals for online learning

Services/Supports Provided to Campuses for Open SUNY 2.0

- **Consulting Services**
  - **Open SUNY Institutional Readiness**
  - **Open SUNY enrollment Planning Roundtable**

- **Grant Opportunities**
  - **SUNY Excels Performance Improvement Funds**
  - **High Needs Grants Program**
  - **Innovative Instruction Technology Grants**

Goal of the Process

Goal: Increase the capacity of campuses to ensure quality and success in online learning across the system, by:

Increasing awareness of campus leadership of what it takes to ensure quality and success,

Facilitating self-assessment to identify campus best practices and determine where gaps exist that need to be closed;

Facilitating implementation planning to ensure that best practices are sustained and ensure that gaps will be closed; and

Enabling benchmarking and the sharing of best practices between campuses for ongoing continuous quality improvement across the SUNY system.

Campus Leadership Team

- Provost
- Chief Financial Officer
- Chief Information Officer
- Chief Student Affairs Officer
- Faculty Governance Leader
- Program Director(s)
- Distance Learning Leader
- Library Director
- Institutional Research Coordinator
- Academic Leadership (Deans/Dept Chairs)
- Others Possible

Goal of the Process

Goal: Increase the capability of campus leaders to strategically identify opportunities for online enrollment growth and plan for scaling online enrollments, by:

Facilitating the development of a campus strategy for growth aspirations for online enrollments within the context of their overall enrollment planning;

Increasing awareness of the campus leaders about the economics around the functions and capabilities the need to scale in growing online enrollments;

Facilitating implementation planning to define new online programs, target audiences, and recruitment strategies to achieve growth in online learning; and

Facilitating collaboration across campuses for new program development in support of the SUNY Completion Agenda.

Who is Involved?

Campus Leadership Team

- President
- Provost/ Chief Academic Officer
- Chief Enrollment Officer
- Chief information Officer
- Chief Financial Officer
- Program Director(s)
- Distance Learning Leader
- Marketing Director
- Continuing Education Dean/Director
- Academic Leadership (Dean/Dept Chairs)
- Faculty Governance Leader
- Others possible

SUNY Excels Performance Improvement Fund

SUNY Excels Performance Improvement Fund

https://www.suny.edu/investment-fund/

$100M in 2015-2016 to impact metrics in the SUNY Excels Performance Framework

- NY-SUNY 2020 - $55M available
- Investment Fund - $18M available
- Empire Innovation Program - $9.5M available
- Enabling Funding - $9.0M available
- Educational Opportunity Program - $4.4M available
- Open SUNY Loans - $4.1M available

SUNY High Needs Grants

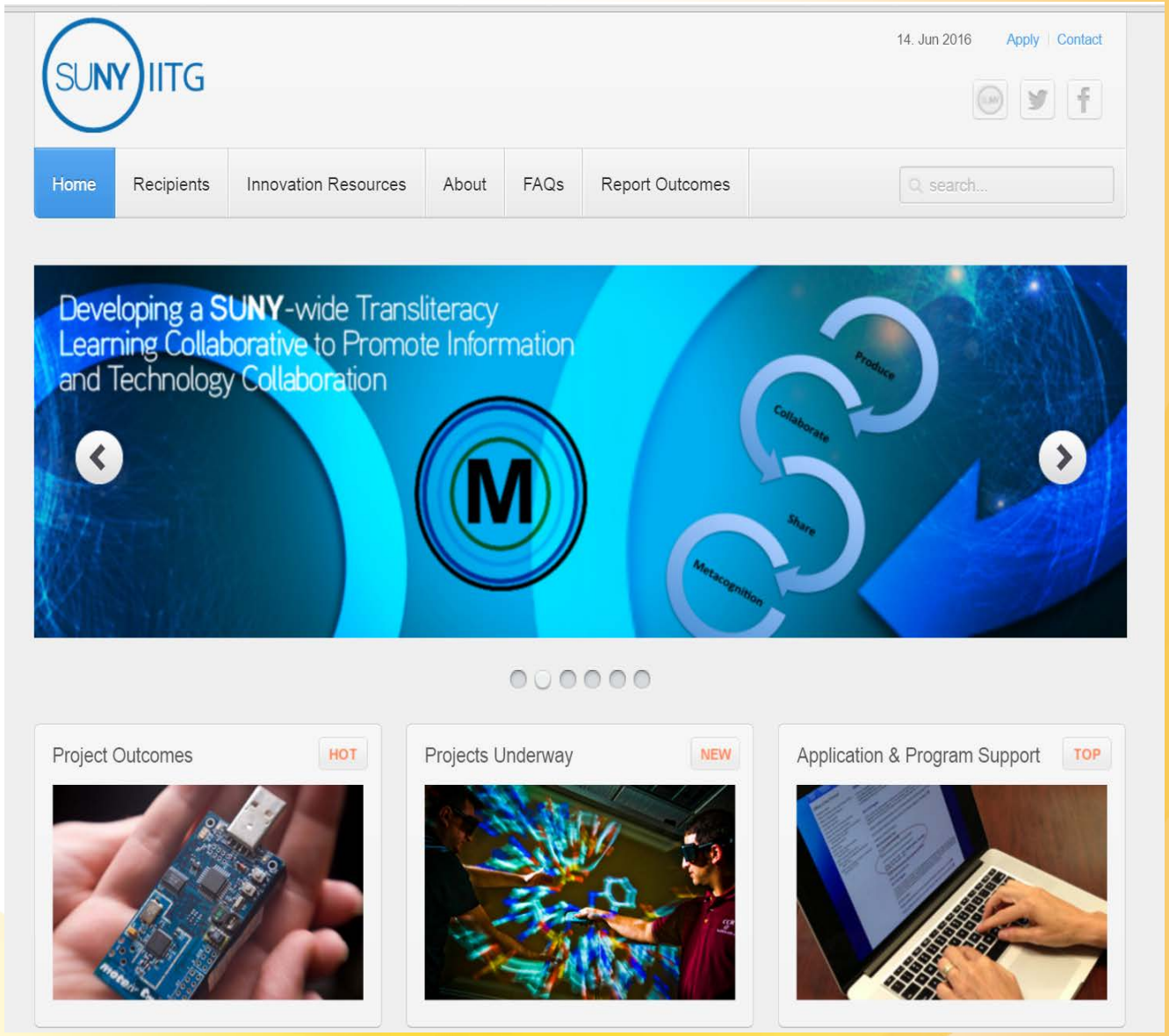
SUNY High Needs Grants

http://system.suny.edu/academic-affairs/acaproplan/high-needs/

SUNY High Needs is a competitive grant program that funds academic program development (new and revision) that connect directly to specific workforce needs of New York State. High needs areas for 2015-2016 include:

- Engineering – Renewable Clean Energy
- Healthcare Practitioners & Healthcare Support
- Healthcare Technologists/Technicians
- Community and Social Service
- Information Technology
- Business/Finance

SUNY Innovative Instruction Technology Grants



Innovative Instruction Technology Grants Program

- http://commons.suny.edu/iitg/
- IITG is a competitive grants program open to SUNY faculty and support staff to promote development of innovations in the use of technology in education to achieve SUNY's completion goals.
- Three tiers of awards with criteria/expectations at each level
  - Up to $10,000
  - Up to $20,000
  - Up to $60,000
- $3.5M over the past five years

Student Support Initiatives

Concierge Model

Online Readiness

Online Tutoring

Early Alerts and Monitoring

Help Desk

Online Orientation

Open SUNY Serves

Faculty who teach online and those who support Faculty who teach online

Community of Practice

Competency Development

Open SUNY Center for Online Teaching Excellence

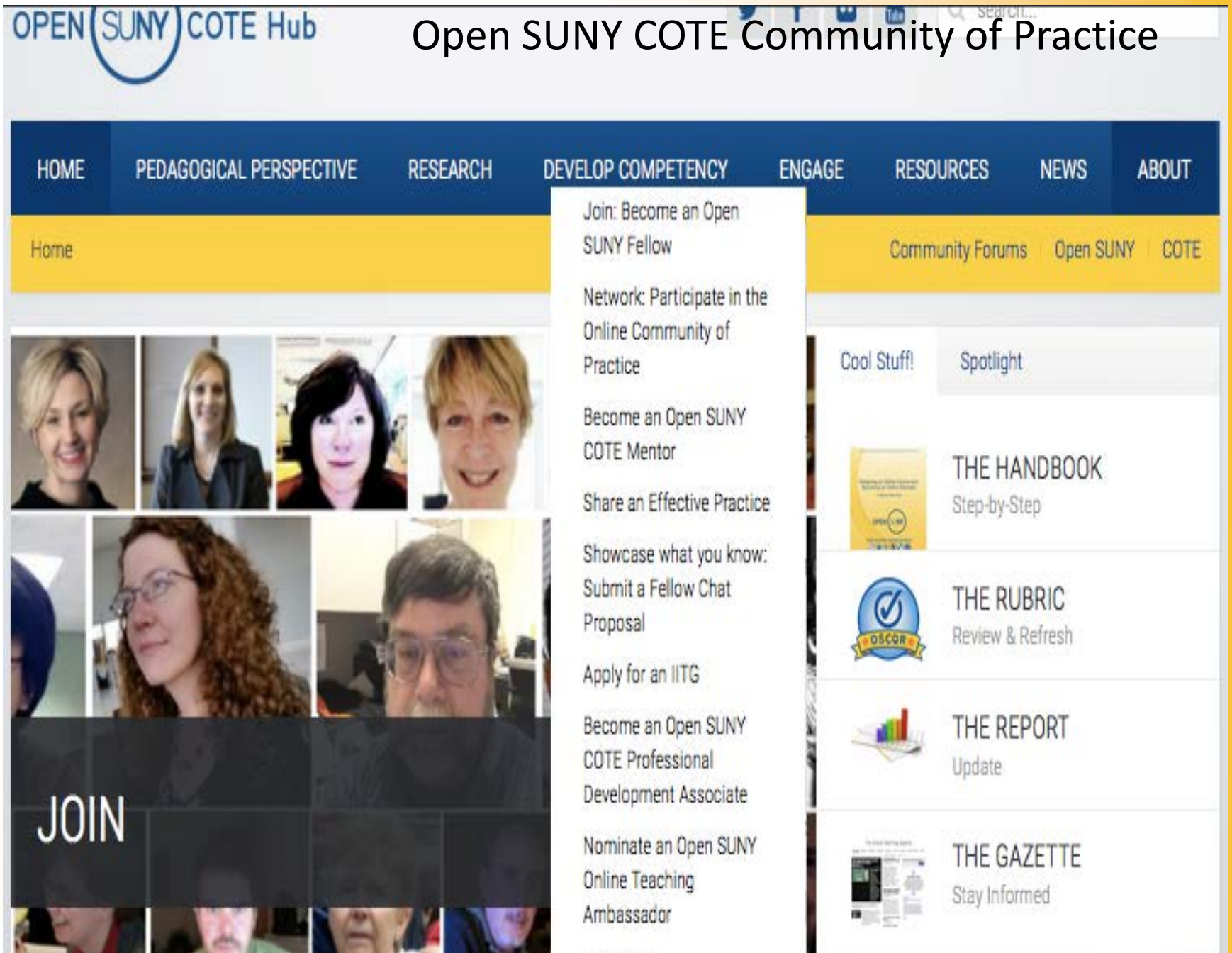
OPEN SUNY

Course Supports

Research & Innovation

http://bit.ly/allthingscote

Open SUNY COTE Community of Practice



Open SUNY Resources

Open SUNY: http://open.suny.edu/

Open SUNY Infosite: http://commons.suny.edu/opensuny

Twitter: http://www.twitter.com/opensuny

Open SUNY Navigator: http://navigator.suny.edu/

Institutional Readiness: http://commons.suny.edu/opensuny/institutional-readiness/

Open SUNY Toolkit: http://open.suny.edu/toolkit

Questions and Answers

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Learn More and Stay Connected

WCET Annual Meeting

October 12-14, 2016| Minneapolis, MN|http://bit.ly/WCET_16

Additional Information and Resources

- Access to the resources discussed during this webcast, including the archive, will be available next week.
  - http://wcet.wiche.edu/events/webcasts

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