# SST Podcast S2 - Episode 2 - Kyle Whitehouse

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Welcome to Going Online with Oregon State University Ecampus.

I'm your host Eddie Rodriguez, the Student Engagement Program Manager with Oregon State Ecampus.

I'll be giving you the lowdown on resources and tools for online learners across the globe.

Ecampus serves more than 13,000 online learners each year through over 100 online degrees and programs. Let's get into it.

Hi, everybody. Welcome to Going Online with Oregon State University Ecampus.

I'm your host Eddie Rodriguez, Student Engagement Program Manager here within Ecampus specifically, student success team and today bringing you another exciting and great episode where we get to talk all things career.

And, today's guest is someone who I admire, who's an amazing leader, who also has been my supervisor as a fun little fact for you. So, yes without further ado, I'd like to present Kyle Whitehouse who's the associate director of student success.

Welcome Kyle, how are you doing today?

[Kyle] Thanks so much, Eddie. You know I enjoy getting to talk with you under any circumstance so thanks for inviting me here.

[Eddie] Yeah, absolutely but yeah for those that probably don't know you. Do you mind just like maybe introducing yourself you know even if you feel comfortable like where you're from and what brought you even to Ecampus in OSU?

[Kyle] Okay, wow! Yep, big question and how long do you have here haha? No, well you introduced to my title; Associate Director of Student Success for Ecampus at Oregon State and I have worked with Ecampus since 2011 but started working at Oregon State in 2002.

And a fun fact about that is I actually just fell in love with Corvallis, Oregon on a road trip from Austin, Texas in 2001 and it was a really pivotal time in my life and it was the right decision to say this feels like home.

And so I looked for a way to stay and the first job that brought me to OSU a few months later was as a career counselor for the career center at Oregon State and so that was my first feet on the ground here.

And, I can tell you more about that and how that went from career counseling to my role now but I also feel like I ought to just sign a slip in that I'm also a mom of three.

[Eddie] Yeah!!

[Kyle] The third one about to launch on her own career path which starts with college next year for her. Another one in college and so as you can imagine we have been talking about career a lot in my personal household and my workspace so happy to talk more about it here.

[Eddie] Yeah, so awesome. We appreciate you sharing that giving a little insight into where you came from.

Now, I'm curious though when you came and visited was that did you say was that in the spring or the summer? Cuz Austin is you know a different climate I imagine--

[ Kyle] Oh my gosh, it was in the summer and we had just we left as we drove away 100 days in a row in Austin of 100% humidity... 97% but round up, come on and near 100 degree weather.

And so it was the summer and it was a beautiful June here about 72 or 4° where I was putting on layers and I thought why do I keep doing what I'm doing every summer? I'm moving to Oregon.

[Eddie] Well, I mean and..

[Kyle] And it wasn't raining.

[Kyle] Yeah I that yeah. Well, you know still you're you made it work right you came and the weather wasn't too bad, right? The transition--

[Kyle] Never been sorry since it's been great.

[Eddie] So, for anybody out there in Texas you don't be afraid of the Oregon weather.

[Kyle] The weathers great.

[Eddie] Okay, wow so you've been with you know the institution for yeah quite some time and it sounds like yeah right away you kind of got into that career sort of or career space but before we even jump into that I mean was your studies in anything I guess related to career or what's sort of educational background?

[Kyle] Yeah, well I will say I was pretty lucky that so I had a career before I moved to Oregon.

I worked as a career counselor at the University of Texas at Austin through my undergrad and grad school days.

And I had this huge dream, at that time, to return to my own high school in Austin and be a career counselor because that was not in existence when I was going through high school.

And I'd spent some time you know learning and working with students and realizing what a miss that was in terms of the chance to think about these things before you even make a choice.

The expectation in my family, in my community, and for a lot of people is that the next step after high school is college. Well, it's not for everyone and it doesn't need to be.

So, I will say I jumped from career work in Austin to career work here but, if I'm being honest, when I was in high school my top three career choices at the time because I can remember choosing this, we were going to have visitors you know speak about their roles.

I wanted to be a doctor, or a lawyer, or a truck driver and I am not kidding about all of those and I still plan to make at least two of those work in my life.

[Eddie] Yeah, hopefully it's the truck driver one cuz that one sounds great!

[Kyle] Me too.

[Eddie] Wow, okay that's awesome! I mean career work is I think is really important and really pivotal for a lot of different reasons you know, especially if you're looking at like the you know traditional like high school student.

It's such a big decision so I'm curious was that a similar thing for you? Or, I mean, again, you mentioned that it seems that the expectation tends to be like college. Was that similar for you or did you have a moment of not sure what you want to do or even at the college level was that sort of a feeling that came up for you of like "Oh gosh, where do I go from here?"

[Kyle] Always. I think that's a part of everyone's experience and especially when you know and then you find yourself all of a sudden questioning or not knowing.

All of us I think can relate to getting into a situation and either finding out it's not what you expected or there's a lot more than you ever anticipated out there.

And I'm a huge proponent of you know when you engage in things you change and so the whole experience of moving from high school to college or from high school to your first job or to volunteer gap year experience or whatever it might be, even volunteer work.

You're going to experience things that change your mind if you're paying attention and change your options because you're engaging with either the work, the field, or people around you.

So, for myself, I really did enter college thinking I was going to be a doctor that was sort of where I was headed and the shortest story possible for the change in that was that I mean there are many stories I could tell at this point but I was lucky enough to have a grandmother.

So, think about that, I'm old but now we're talking about my grandmother at that time a long time ago who believed that getting the chance to speak to someone that could do career assessments was going to be her gift to her children and her grandchildren and so I did some career testing as a sophomore I think it was.

And from that, I was fascinated by the experience because I was less interested in the answers and more interested in the process that you could do self-reflection on your what interests you, and what strengths you have, and even what your values are which are often much different you know than maybe other people that you've grown up with or are being shaped you know all the time and change over life.

And, for someone to put all of that together and give you the time to reflect on that and find the intersections between who you are and sort of what interests you and is calling your name in the world, from the minute I did that I think I was hooked with the idea that that was a that was something.

And then I happened to take a part-time job in college that was a student position in the career center not knowing whether I was going to be dusting, or filing books, or whatever and the chance to work with students and do presentations and meet amazing mentors who were actually leaders in this field and that sort of as the beginning of the rest of the story.

[Eddie] Yeah, wow I mean that's yeah that's awesome and it sounds like really early on you kind of really started to tap into what you've learned from like you know the people around you, from your grandmother, to you know that student work to kind of start mapping out your career path in in a lot of ways, right?

[Kyle] Sure.

[Eddie] So, you know fast forwarding then.

You're now in Oregon, you've you know got this role as career counselor I think you said yeah what did that initial work entail and what were some of the things that you were kind of doing and learning?

[Kyle] Yeah, well career counseling is where you hear different names for the title of the role and so sometimes you'll hear a "career advisor," "career guidance," "career counseling" and my background was in counseling.

I'm a master's degree in counselor education and counseling psychology and so career counseling is definitely taking a holistic look at a person's experiences, the influences, and then helping them navigate career decisions.

Whether it's from exploration and just sort of learning about who they are and options around them all the way through job search and finding their path to a satisfying career trajectory usually in college which is the work I was primarily doing.

That work turned into an opportunity to do academic advising for our undeclared majors here at Oregon State.

So, I worked as an adviser for a while in our UESP program; our University Exploratory Studies Program at Oregon State and that was more focused on navigating education choices.

So, which classes to take based on the exploration or the career aspirations that a student might have and getting to know the student experience a lot more than sort of the psychological and developmental implications of career decision making.

So, putting those two things together, at some point, I took the lead on a career decision-making course that was offered here at the University.

So, not only meeting with students one-on-one about career decisions and academic decisions related to career path but then teaching the career decision-making process to students on campus.

And, the reason this to me is really important is because when I think about my and I think everybody can gets here. You find yourself doing work and you think how the heck did I get here?

I never would have seen myself in this role. That was my entry into online learning because at that point, although I didn't work for Ecampus, Ecampus had a growing online student population and I knew that that group of students couldn't take the career decision-making class that was offered on campus.

11;32

So, I reworked it and rewrote that curriculum so that it could be delivered in an online format and that was in 2004 or five and from that minute forward I also taught online and learned so much about the online student experience.

The career questions and decisions, decision points and their motivations for coming to school and adding an online degree on top of their already busy lives was fascinating and very career changing for me.

I was motivated to help that group of students not only you know find the answers that they were seeking in career but access the university, and opportunities, and experiences that again when you engage you change.

You know, so helping smooth the barriers so that our online population was getting that equitable experience of returning to school or pursuing a degree and also advancing in their career.

[Eddie] Yeah, wow.

[Kyle] I don't know if I answered your question.

[Eddie] No, 100%. I mean I was just about to say we you know listeners we have a an expert in our hands like that is a lot of experience there and a lot of good insights that you provide but I'm curious was that transition since you bring up online was that transition to working with online students, especially around kind of some of that career piece was that a challenge at all? What would you say are some of the differences there, if any?

[Kyle] You know, the very first thing that comes to mind with that question is there's a perception that's a challenge.

When we think about online learners, a lot of them are adult learners and have experiences that brought them to education from many different paths and the assumption is that adults know what they want to do.

You know, they are pursuing an education or they have enough experience that they know where they're headed next. And so I think that perception itself was a barrier because nobody was thinking about providing career support to online learners in those years in a systemic way, you know?

So, I'd say that's a challenge the rest of the challenges that come to mind are kind of in the bucket of how diverse the needs of an online population are and so they depending on who the student is, what brought them to online learning, the career needs and the career maturity it looks very different than the traditional campus student who is you know just kind of starting to discover who they are.

Online learners and this is a big broad statement and we can talk more about who that online learner population is if that would be helpful but, for the most part, are bringing experiences that have already informed them about their strengths, and the things they don't want to do, and they bring other responsibilities you know with them so they aren't they're place bound and can't just jump around to a new career, new job.

And all of those things influence the conversations that they can have with others or the opportunities they can take advantage of from internships to job offers.

So, that's a short answer. We can dig into any of that that might be interesting?

[Eddie] Yeah, no you mentioned the online student profile. I'm curious yeah you know at this point now you know a lot has changed I imagine since those early years to now and sort of the interest of what students are gravitating towards but yeah who-- especially as we look here at Ecampus, who is that student and what do you see as often like the common questions if you will that come up?

[Kyle] Yeah, so in the beginning or at least my beginning with this field of online learning I think we did see more often than not someone who was returning to something-- picking back up a path.

Whether it was to finish a degree or maybe start and complete a degree because they'd always had the interest to never got to finish that trajectory or they found the need once they were out in the workplace long enough that, to advance, they need to complete a degree or had that motivation to do it.

I'd say now what we're seeing with students at least is the average age is getting younger and younger which is no fun when I'm getting older and older. Just kidding!

The average age has come down from the you know mid 30s, 36 I think when we when I first started here in in 2011 to closer to 31, 30, 29, and, of course, I think that is given some of what just happened in the recent years; COVID brought remote learning to a lot of high schoolers and so we have a lot of students who actually are moving straight from high school into college and so it is bringing down not only the age but it's changing the profile a little bit.

We have to stop saying there's a difference between online learners and traditional learners. I think we're seeing even on the college campuses more students that are older than 18 that are starting and bringing in transfer credit and managing job and family as well.

So, back to the online student profile are just some interesting demographics about the e-campus population and these numbers are you know they're not going to add up to 100%.

This represents different slices of the data so about 50% of our students identify as female or male. About 40% are first generation students or they're the first in their families to navigate higher-ed and pursuit of a college degree.

About 10% are military connected. That means that they are either active military themselves, veterans, or maybe military dependents. This is really important because these folks are often moving all over the country. As a dependent, they might be following a family member as an active military personnel you may be reassigned. So, for them to be able to stay connected no matter where they are is wonderful.

About 10% receive tuition support from their employers to take classes. They're either pursuing a full degree or a credential and about 50% are considered to qualify as high financial need.

It's really interesting and important to the story to know that a majority of online students have come to Oregon State with quite a lot of college credit already. Maybe they've come from multiple institutions previously and they may have maxed out of their eligibility for federal financial aid.

All of this impacts their experience online and part of our role is to help ensure that they're moving efficiently towards their goals.

I would say it's really common for students to take a term off to manage something more demanding in their lives outside of school. We want them to recognize that they belong here and so we work diligently to stay actively connected with these students so when they jump back into classes they can get right back on track and all of this describes the population.

One of the things we know despite how diverse the population is, you know the profile of an online learner is. One of the things we know for sure from our surveys from even national data around this is that the number one reason that students cite for coming to complete an education online or to complete an education period is for a career outcome.

For our students, specifically, it's always in the top three reasons that they are pursuing a degree online. They may be place bound, they may have maybe they're not place bound and they're moving around like the military students I was describing but having one of these three outcomes is the reason that they're doing it.

One is to complete a degree that aims towards a career outcome, the other is to change a career altogether, and the other is to advance in their career and that tells us that you know that that's a pretty powerful reason for students to be coming to pursue an education and outside of this conversation you know, in my role I'm concerned about students persisting and being retained and being successful to graduation to me it's all related.

[Eddie] Yeah, no I thanks for kind of highlighting sort of you know in a lot of ways the motivations and the reasons why here, at Oregon State Ecampus, why a lot of those students are coming towards us.

And, yeah I mean it makes sense right? You know the online modality has just opened the doors for a lot of different students to be able to pursue their education anywhere and I think you're absolutely right.

You know, the pandemic definitely in a lot of ways seems to motivate students to go back to school because you know maybe they got laid off from work or in order to be financially stable even they need to kind of move up in their work.

One of the things that I was kind of reflecting on as you were talking about all that is it also sounds like, based on those motivations, the support likely I imagine looks different and just me kind of speaking on no necessarily grounded on anything but you know I often see the traditional student like a lot of those services tend to be maybe a little more geared towards the traditional like let's work on your resume, let's do you know mock interview, and again a lot of these e-campus students are professionals already.

Working full-time maybe you're in their service so does, again, does that Insight that we have does that change the resources we provide? Do we have to think differently then in that case?

[Kyle] I think we have to think differently and one of the things I'm really proud of the whole team and honored to be part of a team at Ecampus.

The student success team is all about working with our colleagues across campus to both share who are students, and what are they asking, and what are their needs?

And then partnering where there's the opportunity to take existing resources for the students who are right there you know every day in their face and in their offices receiving services to expand them in a way that really both addresses the need of the online population but also is deliverable and accessible to students regardless of where they're located and when by the way they're looking.

25% of our Ecampus students at OSU are in the state of Oregon. That means 75% are spread out all over the world and all over time zones.

So, when we talk about both what their needs are and what services are out there to support them we can't leave out that part about they may be looking and needing information, support, and connection at times that we're not operating.

You know, at a business during our business hours. What doesn't change regardless is that the students need to connect with experiences that they can apply to their own career decision-making and career planning and that should be our beacon.

Always and in asking ourselves as a campus at Oregon State or anyone any campus offering online education.

How are we ensuring that this population with unique needs is getting exactly that opportunity and it's offered at an equitable level to the students who are right here benefiting from that you know every day?

So, we do. The university has a great career development center that does a fantastic job supporting students in their career development resources and supports and we've worked with them to have continual conversations about the population of students and on how to apply either a similar experience for the online learner or, in some cases, very unique experiences because they do have to access something online.

So, the career development center has a number of tools that are purely available online and I think that just benefits all students who can resource things like resumé reviews, and practice mock interviews online, on demand, when they want it.

They have a team of assistant directors who partner with the different colleges to provide events, networking, and workshops that are very college and field specific and that team has been great about plugging in online students where they can.

And so it's lovely that as the university has built a greater population of online students there's a greater awareness and a greater set of services for online students and I think that what we're left with very often though is it's hard for an online student who's located you know in another state or is looking at their email at 2 am our time to filter through it all and understand what of all the offerings is actually accessible to them because they are located in another place.

So, they're good things and there's some good problems to solve which is making sure students have access to those things.

[Eddie] Yeah, now and that was going to be you know my one comment that I'm kind of taking away from sort of that description of some of those services that are available for specifically speaking here to Ecampus and our online students.

But yeah that question of accessibility and what that looks like I think is something you know very important that should be at the forefront of a lot of these different services and it's yeah it's great to see like our career development center here at the University sort of bridging that gap of you know providing some of those services virtually but also you know everywhere else. How can we expand that and broaden that?

Especially, as I imagine, the online just learner landscape probably widely not just here at OSU is probably growing and so that demand for those career type support will probably be pretty important, especially with the introduction of things like micro-credentials which I is kind of a new term that I feel like well new to me I feel like that has come up fa.

[Kyle] That's fair, that's new.

[Eddie] Yeah, so there's a lot of unique things. I guess maybe my next question is there-- aside from you know the career development center. Is there anything else right now that Ecampus is maybe Ecampus specifically is doing to support that online learner that has sort of an eye on that career? Yeah just that career landscape and career related questions?

[Kyle] Yeah, yeah I'm excited to say yes to that answer and I think that we won't and can't stop with the things that we have been able to develop and offer.

So, maybe I'll just highlight a couple of resources and one specific is the Ecampus career hub. It's an online platform that is developed and designed to curate all the things happening at Oregon State that are virtual or accessible remotely.

So, of all the things, for instance, that the career development center might be offering; events, career fairs, workshops, panels, the ones that are tagged as virtual they're live streamed, or they're recorded for later, or there's a virtual component that allows people to interact live right where they are with you know me a mentor or resume review or whatever it might be.

Those are for folks that are looking at the career hub; they're able to find those immediately click in, register, participate, and maybe most importantly just know about what they are.

The Ecampus career hub adds value to online student career engagement and support with a number of features. Let me just cover a couple really quickly so you get an idea.

So, I mentioned the events that are hosted virtually. Not only do we draw upon Oregon State's virtual events but we draw upon and post events that are happening outside of the institution.

Also, job postings. This may be the number one reason students are looking at the career hub. We have a huge automatic posting and update of job openings, internships, part-time, full-time work that are brought in through Handshake.

Also, career advice that is delivered either by your major and pages that talk just about your major, and field, and industry but also by what we call affinity groups.

So, the information, blogs, and topics are filtered by let's say military, or women in careers, or beavers abroad, even students interested in mentoring, being mentored, networking, these are all filters for receiving the information and what's great is students can actually sign up to get a digest of this information and personalize the information that they're getting from the career hub.

Soon and this is a little plug for something to watch for we'll be adding the networking tool that the Alumni Association has hosted which is called OSU connections and this is a really dynamic ability to partner with people you know are affiliated with the institution, to ask questions about career, career path, look for mentoring, or offer mentoring and I'm really excited to be adding that to the career hub.

But one of the most valuable tools is that dynamic calendar of events and ability to access and participate in those virtual events.

In addition to that, the career hub has a really powerful labor market data tool so that you can research career paths, and salaries, and trends but not just in sort of the way that information is generally presented, which is how much does a teacher make? How much does a doctor make?

But, in my specific location, what are the top 10 fields in this industry? Or, what are the current job openings? Or, what is the salary information?

Which is so important and powerful for online students who I think I've mentioned a few times might be you know geographically bound to where their families and where their jobs currently are.

So, a lot more I could say about that because I love that tool. The other thing I'd love to highlight is our team of success coaches.

So, we have a really unique and effective program with our student success coaches who have specific training to work with adults in a holistic way and meet them where they're at to identify short-term goals they're working on, or smooth out the barriers they might be experiencing, manage unexpected life events that get in the way of their goals to be successful students.

And more and more our success coaches are having natural conversations about the students career interests, and moves, and ability to access the University's resources as they are on their way to a degree. Either fine-tuning that for things like internships and experiential opportunities that really help them build skills or demonstrable strengths that will lead to career advancement.

It's a neat outcome of the success coaching team that we have is they're more and more, they're hosting these conversations and helping students find their way to University resources but also community resources that will help them grow and develop in their career goals as well.

[Eddie] Yeah, no that's great. I think those two specific resources and service that you kind of outlined I think sound amazing especially that Ecampus career hub where you as a student can be yeah looking at labor market insights and really kind of digging in in your area because I think that that does come up especially for that online learner who can't leave their community like what is what is available and what does that sort of career look outlook look like for me locally?

And then of course success coaching is like incredible service to actually be talking to somebody virtually and having those deep meaningful conversations to kind of really strategize about maybe some of those career pathways that you know students might be thinking about.

Just backtracking a little bit it downed on me too as I mentioned the term micro-credential. I didn't really kind of speak too much about it but as you were talking I was reflecting on how in some ways micro-credentials and credentials are maybe a potential avenue as well to address some of like those career related topics, right?

Like, it sounds from my understanding that it's a way for students to earn potentially like a badge or some sort of you know credential as the name suggests to potentially further their skills in a particular field that they might you know be in.

Is there anything you can add around that kind of micro-credential or credential space? Yeah, this is something that's really as you said earlier fairly new.

It's happening in a lot of different ways around the country and we at Ecampus at Oregon State are really I think in this unique and fortunate place to be able to... I was going to use the words play around with but it's really we're moving pretty fast and furious in building a portfolio of options students can choose from where they can get a quick experience or quick term experience I guess in some really great fields like cyber security, or digital marketing, or even some of the languages where students can take a set of three classes and with that combine you know preset set of courses they get a badge.

And many students, in fact, are stacking these or getting a series of these so that they're changing, enriching I guess either their current degree plan. They may have a major completely unrelated and decide that they want to add you know a micro credential that diversifies their focus a little bit.

But we have a number of students who are doing this without having any degree plan and that's really the hope is that something like a micro-credential this alternative certification option will allow someone to build a set of skills, and knowledge, and exposure in areas that allow them to you know be recognized either in their current workspace or make changes that really change their own job security and financial futures.

And, it's fairly new here so there's a lot that I could talk about because it's very exciting but it definitely is career related and in terms of impacting the needs in the workforce, this is something that Ecampus is really serious about and I'd encourage anybody who's interested to look at the set of offerings and watch them.

They're growing and they're not just tied to being a degree seeking student here. You could pursue a micro-credential or what I expect will be some alternative certificates in the future that make concrete I guess a set of skills and knowledge that hasn't been possible when you're pursuing a longer term degree.

[Eddie] No, yeah that's great I mean sounds like there's yeah a lot happening in that space and again like really I feel like in some ways reframing the conversation the traditional conversation around career where it's like you, again, sit down and talk about your goals which I think there is obviously his time and a space for that but also the fact that there's these other pathways that just allow the learner to take a little more agency and ownership of what they're wanting to do and their education to really get to that next step for their like their professional development and professional growth.

So, I think that's awesome. I know we're coming up to time here but shifting gears a little bit I mean I'm curious like, again, based on your experiences are there any recommendations, or ideas suggestions, what have you for those you know higher-ed practitioners out there that might be in this sort of online learning landscape and looking to do more around career? Is there anything you can say that you'd kind of want to share with them?

[Kyle] Sure, I mean this is actually one of the more exciting parts of my job is getting to share what we're doing and what we're learning with other colleagues whether it's right here on our campus or across the nation and the really fun times across the globe and building sort of a community within this field together.

So, in the career conversation for online learners, data shows us all the reports; Gallup reports you know year to year, Nace reports year to year surveys of students that are new professionals to professionals who are looking backwards and naming what was valuable about their time in college.

The thing that is either missing for students in perspective or the thing that they say made the greatest difference in their sat job satisfaction and satisfaction being kind of a combination defined as you know combination of pay and ability to move and grow and following a passion are usually in the areas of some applied learning experiences that allow a student to both develop and identify their skills.

These are things like internships you know or short-term projects, research projects. Another is being able to talk with people in the industry that they're aiming for.

There's no better learning than talking to people doing the work you're interested in so that you can decide whether you want to pursue it or you definitely don't and move on or then you know in the third kind of area or bucket would be conversations with faculty because right here on your campus whether you're an online student or on campus student, you are day-to-day exposed to faculty members who have either deep research experience, or work experience, or just field experience that are great connectors to what's next and the possibilities.

So, those are just key experiences that if I were king I would say every student should have access to and, unfortunately, regardless of this type of student whether we're talking online or on campus, most students don't get those experiences.

So, to colleagues and to others who are really passionate about this work and even to students who are self- advocating, you know finding these experiences and even better wouldn't it be if your University ensured that you got these experiences before you left?

But, having mentors, having opportunities to do research or short-term projects, having portfolio building experiences. Alternative credentials to me are in the same field.

How do we as the professionals and leaders in this field not only offer it so that students can find it but how do we ensure that every student, before they leave, has the opportunity to build these experiences, build the connections, and sample their fields before they leave?

The data is clear, the feedback from students and you know later professionals is clear.

And I have just one more thought that came to me that I don't want to leave out is I think there's such an opportunity for a University services to partner with alumni services, especially when you're talking about online learners because often there's an intersection between the you know virtual and regional events that are happening and where your students are.

And it's another amazing way to get students involved in that network that can start while their students and continue into their professional alumni careers.

[Eddie] Yeah, well it certainly sounds like there's a lot of great avenues to consider in terms of either more tailored services or partnership but then also the data piece, right?

And really there's an opportunity there to kind of you know maybe look into that a little bit more critically to really help inform the various different strategies and initiatives that you know different folks out there might be thinking about wanting to do.

So, on that note though, thank you so much, Kyle. We really appreciate your words of wisdom and hopefully you know we can talk some more career in the future.

So, really appreciate your time and for all the listeners we hope you enjoyed another episode here with us today so thanks again, Kyle.

[Kyle] Yeah, thank you so much.

[Music]