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ELI Webinar - A Preview of the Study of Community College Students and Information Technology

Tuesday, April 9, 2019

1:00PM – 2:00PM Eastern

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>>Welcome everyone to today’s ELI Webinar: A Preview of the Study of Community College Students and. Information Technology. This is D. Christopher Brooks, Director of Research at EDUCAUSE and I’ll be Your moderator for today. We are pleased to welcome today’s speaker: Dana C. Gierdowski, Researcher at EDUCAUSE. Before we begin, first let me give a brief orientation on our session’s learning environment.   
  
>>The online room is subdivided into several windows. Our presenter’s slides are now showing in the. Presentation window, which is the largest portion of the screen. The tall window on the left is the chat Window, serving as the open chat area for all of us. Feel free to use the chat space to submit comments, Share resources, or to pose questions to our presenters. We will hold Q&A until the end of the Presentation; but we encourage you to type your questions into the chat throughout the webinar.   
  
>> If you have any audio issues or other technical questions at any time, you can direct a private message To “Technical Help” for support. Click the top right corner of the chat window to open the drop down Menu, select “Start Chat With” and select “Hosts.” You can also click on the link in the lower left hand Corner of the screen for quick technical troubleshooting steps.   
  
>>And now, let’s turn to today’s presentation. For the first time since 2007, ECAR is giving special. Attention to the technology experiences of students at US community colleges. In this session, we will Preview our forthcoming report that covers topics related to community college student device access And use, and the importance they place on tech devices for their academic success. Findings about this Population's perceptions of online student success tools and their learning environment preferences Will be shared. We will also highlight results related to issues of accessible and adaptive technologies For students with disabilities at community colleges.   
  
>>We are delighted to be joined by Dana C. Gierdowski is a Researcher for the EDUCAUSE Center for. Analysis & Research (ECAR). In this role she serves as a co-principal investigator and supports ECAR Research initiatives, including the Study of Undergraduate Students and Information Technology, the IT Workforce in Higher Education study, and the biannual Study of Faculty and Information Technology. And with that, let’s begin. Thank you Dana. Q. Thank you so much Christopher and hello everyone. Thank you so much for coming today. The information that I'm going to be sharing is actually derived from the data from the 2018 student study of undergraduate students and info technology and that was published last fall where we had over sixty-four thousand students respond from about a hundred and thirty schools in nine counties and thirty-six states. Before we dive in I want to take a brief moment to get a sense of some of the folks we have in the room today. Has your institution participated in any ETRAC of surveys in the past five years or oh so. I'm just curious to see if folks may have had some experience with that and if you don't know, that's okay. It looks like we have a little under 20% of our attendees had participated. A lot of newcomers today. I'm not sure. There's some folks I don't know.   
  
>> It has been a while or if you are not sure we wanted to give you a little bit of information on how you can participate in 2020. The surveys have just closed but if you'd like to participate in 2020 you can already signup and it's free and we need more community college participation. You can go to the web address listed there for you at the top of the slide to fill out a planning form. Those surveys are deployed between January and April and you can get access to your data in July. One quick note the 2020 survey instrument won't be available for preview until the fall but you can sign up now and we would like to encourage you it to do that if it's been a while or if you've never participated or if you'd like to get a jump start on your planning. I'd like to direct you to the e-mail address at the bottom of the slide. We are there to help you with that process and give you all the support that you need if this is something that you'd like to participate in for the coming year. With that, we'll go ahead and talk a little bit about what we learned this year from our community college population. We had a little over ten thousand community college students participate as you can note from the slide, and just for clarity, for the purposes of our study community colleges were defined as institutions that had a Carnegie class of AA. They were two year institutions and they met one or the other and not necessarily both of those criteria and we included a few of their after verifying community college status. If you'll note on the right of the screen you'll see the representation we had from regions across the United States including Iowa, Kansas, Mississippi, Nebraska and the Dakotas and Great Lakes, mid-east, far west. Note here as well that there was no participation from community colleges in the New England or Rocky Mountain states or any outline areas or U.S. territory which is another reason we want to encourage more folks to participate. The final report which is forthcoming is going /TPO include each of these sections that I've listed here for you but I'm going to highlight a little bit from each today in our preview. We'll go over sample demographics talking about device access, ownership and importance and looking up some student success tools at community colleges. We're responding to looking also at learning environment preferences for community college students as well as inform relative to accessibility and technology for students with disabilities. We examined a number of key demographic factors of the community college students in this study to get more insight into their lives and their unique experiences and how technology may be playing a part in those. I'm going to share demographic information for you. Of our community college respondents sixty-seven identified as female and 33% identified as male and then there they were first-generation college students and this is similar to what we saw with our four year group as well. Asian and black students 7% and those identifying as another ethnicity at 9% is similar to the other institutions in our study but it's important to note here that our sample is not representative. National statistics tell us that more Hispanic students and black students as well as fewer white students attend two year and AA granting colleges as also detailed in this table. As you can see here we have a great many of our representation of our white students and then we have black and Hispanic students underrepresented. In our study community colleges in the Upper Midwest region which was outlined in earlier slide are represented more than other areas in the United States that are more ethnically diverse. That's something to consider as we go into looking at the context of our data. Our demographic data also tell us that community college students are older and that they have more responsibilities. We found the mean age to be twenty-eight years old, four years older than there for your peers and a little over half of our sample were between the ages of eighteen and twenty-four and the majority of the college students in the sample were eligible for Pell Grants and we use that as a proxy. A few things to highlight here we saw differences between community college and four year students in that fewer community college students were enrolled full time. More were taking classes while they work. More work full time and are enrolled full time. You see far fewer are financially dependent. 36% were community college students being dependent and 66% four year students were dependent and more are financially independent and support dependent. Within community college students themselves we saw more females than males telling us they were independent with dependents and based on the national research we studied those are likely single mothers. Alright. So having that info about their work and family backgrounds is helping us understand more about what they are telling us with technology devices they are using. We actually improved our in inquiry process and we were trying to omit socioeconomic bias and we asked if students had access to different types of technology and then followed up with how they are accessing those devices and asked them to tell us whether they personally owned those devices, were they borrowing from friends or family or were they being provided on their campuses and institutions? What we found was that the percentages of community college and non-community college students they owned laptops or smartphones by a percentage point if that. So most of them were telling us that yes they do own them but our results are indicating some differences in ownership of some of the other technologies. This particular graphic depicts both community college students access and ownership with the percentage of access on the horizontal line with the bubbles representing the percentages of how they access these. If you look to the far right you see the larger bubbles for laptop and smartphone access and ownership. Of the community college students who have access to desktop computers, 42% compared to forty-three community college peers, 73% own them which is more than four year students and community college students studying computer and information sciences owned laptops. The number of students who have access to newer technology specifically we asked about AR and VR headsets and 3D printers is really small and essentially the same for community college and four year students. And what I'm showing you now is just a closer view of the access and ownership of this 3D technology. We see about 5% of community college students said they had access to AR VR headsets and 3% had community college students had access to 3D printers. However, we saw significant differences in the way that community college students in our sample tell us they are accessing this 3D tech. Of the very few who do have access in community colleges the majority told us that they personally own AR and VR headsets which is more than their four year peers. 84% compared to seventy-one percent. Personal ownership as you can see here on this graphic again is depicted in the yellow bubbles. Only 2% said that these devices were provided by or they were on loan from their college compared to about 9% of students at other institutions. And access to 3D printers by way of personal ownership was also higher for community college students. 47% compared to students at other types of institutions. That's 27%. For data suggesting that 3D printers aren't as accessible on the community college campuses in this sample versus other types of schools, less than a third of students with access to 3D printers said that they were provided by their schools. That was about 28% while the majority of their counterparts reported they ask for these at their institutions. This was surprising to us particularly these ownership numbers that we saw given that community college students the national research tells us that they tend to be more economically disadvantaged than their peers. Before I go into more detail I wanted to take just a moment to ask if we have any community college folks attending today. If there are any 3D printers or AR VR tech being used on your campuses that you know of. If so, how are those being used and by whom? Maybe they are being used by particular programs and if you'd like to share examples we invite you to type those into the chat box and we'll take a look at those when we pause for questions in just a moment. Okay, so a little bit more about 3D technologies. Although fewer students at community colleges told us that their campuses provided AR VR headsets and 3D printers, these devices at least for the students who responded to our survey appear to be having an impact. The table listed here is showing some of the stats in terms of importance. More community college students said that this tech was important to their course work, very to extremely important. We see that AR and VR headsets, 30% for community college students and even more so for 3D printers, 55% to forty-one. Community college students who use 3D printers for their academic work more often reported using them in most or all of their courses. 24% to 12%, twice as many. Even though this is a really small percentage of students these results were surprising to us. Some possible explanations here could be the growth of certificate and degree programs in the area of manufacturing. For example, course work being focused on 3D and digital design and manufacturing technologies. Through our outside research there were a number of initiatives sponsored and achieving the dream that are trying to address the skills gap in manufacturing by partnering with the private sector to offer more courses like this. That is just one of the possible explanations. In addition to some of the other fields that students at community colleges are majoring in it can also shed light here particularly with 3D printers so focusing here a little bit on 3D printers specifically. The largest share of AA student, 23% were majoring in the health sciences so they certificate programs and that is significantly more than students at other institutions types. They reported at about 16%. What we found was that 84% of the 3D printer users studying health sciences rated them as very or extremely important to their academic success. This could point to health science programs incorporating this type of technology into their curriculum or students on their own seeking these out as a supplement to their instruction. Thinking about ways of making this technology more accessible on community college campuses could prepare students for positions in healthcare where we found in some of our outside research, there are labor shortages there. The demand in particular for professionals in allied health, positioned like medical assistants, occupational therapists, dental hygienists, those impact rural areas and we discussed this in the report but community colleges can and are levaging the power of this from using VR programs to develop clinical and empathy skills, to 3D printing, assistive devices for individuals with disabilities Using VR for patient assimilations are helpful. We talk a little bit about this as well in our learning and three dimensions, the report on the EDUCAUSE Hp campus of the future project. Christopher has shared a link in the chat box about that report and we talk a little bit more about patient simulations and how useful these kinds of technologies can be specifically for allowing the repetition of hands on experiences. Thinking about, for example, ways that students can practice emergency medical situations. With this in mind providing greater access to this kind of tech can help those future practitioners train in safe environments with simulated tools and equipment. We have specific recommendations for deploying a campus 3D initiative outlined in the campus of the future report. Check those out if that is something that you are just starting conversations on your campus about or are already just starting the implementation process. But also thinking about allocating money, staff and time and development and making the implementation are those first steps. We'll pause for questions now and if there were any examples that were shared on 3D technologies in our chat box we can talk a little bit about those. I'm happy to take any questions at this point if you would like to include them in the chat box.   
  
>> This is Christopher. There was one question amongst the examples and it comes from Phoenix college asking how health science students are making use of 3D printing. That seems to be the question.   
  
>> Yes we've referenced a little bit of that as well in the campus of the future project and also we're doing some additional research on that as well with the second leg of our partnership with Hp as well and what the folks in the field are telling us that students particularly in health sciences are using this with modeling for studying of anatomy were examples that were shared as well. I'm sure there are other great examples out there but those are just the two that I've heard and read about most recently.   
  
>> And to move beyond the 3D printing I think there were other examples coming in, the AR VR space, virtual cadavers for doing dissection and studying anatomy for replacement of analog cadavers is something that is promising and I know of and you alluded to this as well in your explanation, Dana, that some of them are using AR VR overlays with actual physical manipulation.   
  
>> Yes one other quick example I'll share related to AR VR is in some of our open responses were shared on our survey upcoming was the program hollow point for patient and diagnosis for nursing training. Those seem to be really promising and seem to be on the radar of community colleges as well. Okay. Awesome. Alright. Shall we move on then? We'll have another opportunity to stop for questions as well. Okay. So let's talk a little bit about some student success tools. Both community college respondents and their four year peers shared similar views about the usefulness of online success tools that are provided by their institutions. With only some slight differences observed. And this particular graphic is from the 2018 Report that shows how students evaluated student success tools. I included it to show you that those tools were categorized into those that help with academic success and those that help with the everyday business of being a student and this was filled out with the entire sample which is what's included here. Both groups told us that tools that aid them in the business of being students, so for example, degree planning and mapping, degree audit and self service systems for registration, tracking credits and the like which are listed on the bottom half of this graphic, those they said were more useful than the ones that help them with their academic success. Early alert systems and tools that suggest how to improve in a course for example. I wanted to point out that significantly fewer two year and AA students reported that degree planning and mapping tools, though that can help identify courses needed to complete degrees or programs were provided by their schools. 61% said that to the best of their knowledge and it's important to note that online degree planning tools were available to them compared to 72% of those at four year institutions. Suggesting that more than a third of two year and AA respondents either don't have access to those or they aren't aware of them if they are available on their campus. Those are tools that could have a potentially positive impact on their academic success. Among the community college students who said degree planning and mapping tools were provided nearly two thirds said they were very or extremely useful and community colleges have told us that these kinds of tools are important. In EDUCAUSE's 2019 report on the Top 10 strategic technologies AA institutions rated technologies for planning and mapping student educational plans and integrated student success planning and advising systems, number two and number four respectively. These are on their radar in terms of being a high priority and if you haven't had a chance to check out the Top 10 strategic tech I encourage you to do so. We can probably get a link to that in our chat box as well to help you out and I'll give you a path to find that. Similar to our findings in the 2018 student study and this is also interestingly that significantly more minority than white students at community colleges rated many success tools as very or extremely useful. Online success tools can be one way to combat the racial and ethnic disparities that exist in credentials. That's one tool in the arsenal. To maximize that students have to be aware of those tools and know how to use them. If you already have access to these on your campus and they are being offered, promoting those and getting faculty and student training to use them and really deploy them at a greater length there. Shifting now to talk about student learning environment preferences, but before we get to some of the data I wanted to pause for another quick pole question. In which of the following learning environments do you think most college students prefer to learn and we have goes from completely face-to-face to completely online, so take just a moment to respond on what you might think and then I will tell you what we found out from our community college sample. Okay. Most of you are saying half online, half face-to-face. About a quarter mostly but not completely face-to-face. Very thin margins for completely and either way online or face-to-face. Okay. So, let's see. Thank you. Let's see what we found out. Since more community college students tell us that they work full time and living on their own and they are taking care of family, it wasn't really that big of a surprise for us to see that more have said that they have taken online courses in the last twelve months compared to students at four year students and that was 69% to 54% as represented on this graphic. Around half of the students in both groups favor blended learning so there's your answer, about half. Just to clarify we use blended to refer to courses that meet in an online environment to some degree but they are not exclusively online or exclusively face-to-face. Even though more community college students prefer blended, about 53%, community college students also told us that they were twice as likely to prefer environments that are completely online, which is in the dark green on this graphic on the top row there, on the top bar. 12% versus 6% of non-community college students. We also found some differences when we controlled for a few key demographic factors. Within the community college groups themselves, what we found was that women, those who work, people who are married or in a domestic partnership and students who have dependents prefer learning environments that are mostly or completely online which is represented here in both the light and dark green on the chart on the top row. So our analysis from the 2018 student study revealed that the most significant predictor of learning environment preference was most recent experience and this seems to be holding true for our community college sample as well but from what we know as well there are other factors at play based on their lives and their situations. That higher preference for courses that are mostly or completely online may be a matter of necessity to help them balance the demands of their education, work and family. We also referenced some other studies in the final report that have indicated that things like their work schedules, for example, working shift work, right? Childcare responsibilities, and transportation issues things like having only one vehicle in the family, long commutes, the price of fuel, those sorts of things also influenced their decision to take online courses. Offering more blended and online courses may help community college students stay on the path towards finishing their degrees or programs as they juggle the time it takes to study, work and tend to their families, but additional courses should be coupled with student support. Thinking about ways of informing students about the benefits, the expectations, the demands of blended or completely online courses give them tools to make decisions about the learning environment that are most suitable to their needs and there's a few examples of some orientation online, mandatory online orientation programs that a few community colleges have implemented and they've shown a great success. Fewer lower dropout rates and greater completion rates in those online environments so that's another way to try to meet the needs of those students. Also thinking about ways of implementing and promoting early alert systems to faculty teaching and online and blended courses also offers community college students a way to track students who maybe struggling which may allow for earlier interventions to help support those students as well. We're taking another quick break to pause for any questions if you have any right now, please pop them in the chat box and we'll take a quick break for questions.   
  
>> One of the things that struck me was that despite the fact that we find some stark differences on some of these things in many ways community college students appear to be four year students as well in terms of the distribution of their preferences. I think this particular line of research that we've engaged in here really gets at those subtle differences that can really have significant impacts on how they engage with their learning experiences.   
  
>> I agree. I was just going to add that you know what we were finding nationally too is more community college students are transferring as well into four year institutions which I think that speaks to your point that there's these demographics. There's not that much difference to the starting point and the ending point and the path that they take our populations are becoming more diverse.   
  
>> Indeed and I was just commenting or drawing attention to Freeds comment that this information would be great for academic representatives and I would agree with you on that point.   
  
>> I agree as well. Very good. We have one other spot to stop for questions so I'll move on and talk a little bit about accessibility. We've reported our findings regarding the technology experience of students with disabilities for the first time in the 2018 student study to raise awareness of issues related to diversity, equity and inclusion in higher education and we had some interesting findings when we looked at our community college sample and I'll share that with you but pausing for one last pole question. How do you think community college students with disabilities would rate your institutions support of their need for accessible or adaptive technology for their course work. If you have a thought on that, take the quick pole question and let's see how they fallout here and then I will share with you what we found. We've got kind of a split between fair and good. Similar percentages there around 40%, 30%. A few poor, a few excellent. Okay. It looks like the vast majority here are saying fair. It follows very closely behind with good. Okay thank you. Alright. So when we analyze the data from community college students it was clear that two year and AA colleges were doing a significantly better job than their institutions, than other institutions of meeting the needs of those students who require accessible technology for their academics, 8% of community college students identified as having a physical learning or both a physical and learning disability that required accessible tech and we first asked about awareness. This is the awareness question. I'll get to the support in the next slide which was the question, the pole question that I posed to you. Let's start with awareness first. Of those students who said they needed tech the majority, 58% reported their colleges awareness of their needs as good or excellent as seen here in the light and dark green on this figure and the community college students are listed here on the top row. Only 5% rated awareness as poor and this is a pretty big contrast when compared with four year schools, the second bar listed in the graphic. We see that good and excellent awareness ratings were significantly lower for other institution types at about 35% and about a third of four year students said awareness was poor as noted and the big differences that you see here in the dark blue on the graphic. Alright. Here is our answer to the support question. So students with disabilities also were telling us that their community colleges are doing an even better job supporting their technology needs. 63% rated their support positively and that's depicted here under the ratings of good and excellent, the light green and the dark green on the top row. Fair ratings given by community college respondents were also significantly lower at about 9% than the fair ratings of their four year peers at 36% which is shown here in the light blue and you can see that as a pretty stark contrast visually. Why might this be the case? Their experiences may be related to the fact that community colleges have historically served more diverse populations. Our outside research tells us that more students with disabilities are enrolled in community colleges. For example, the national center for education statistics reports of the undergraduate students with disabilities who were enrolled in post-secondary schools, about half attended public two year institutions and this could also be related to admission policies. Since most community colleges have open admissions students with disabilities may find them more accessible and more welcoming and also due to those numbers that they serve, community colleges may have more experience severing those populations and they are able to be more responsive to their needs. We also found a number of different programs through our external research that community colleges offer in relationship to transition. Those kinds of programs help prepare students with disabilities to go into the workforce or to also transfer to four year schools as well. Okay. So this is our last break for questions. If you have any other ideas to share about accessibility or any other final questions related to any of the rest of the presentation, please add them to the chat box or if you have comments as well, we are certainly interested in other thoughts and ideas that you have that can help shed light on these results as well. So Dana, Lisa in the chat pointed out on your first slide with regards to students saying that their institutions were not aware of their disability. She said that not all folks identify that way and replied this is true but the interesting question is why they might not be identifying and I think we touched on that in the landscape student report this last time and I was wondering if you can think of ways we can elaborate on the barriers as why students might identify themselves to their institutions.   
  
>> Lisa, you are absolutely right and thank you for pointing that out and Christopher we do talk about that in the larger landscape report and there's a number of studies that tell us that students a lot of times even though they have a documented diagnosed disability they will not identify to their college campuses or their office of student disability for accommodations that they are legally entitled to and what some of those research studies have revealed is that there's certainly makes sense of the stigma that we have in our culture with disability, the idea that students may not feel comfortable and they may feel kind of called out and we talk also about that in the landscape study in terms of their use of technology. They may have an accommodation to use a particular type of device, but if they are sitting in a classroom where there is a technology band they may not be comfortable taking it out to use it for fear of outing themselves or they are wanting to keep private information about their disability, keeping that private. We talk in the landscape report as well and we make also in the community college study talking about really fostering an inclusive open environment so students are feeling comfortable to come and apply for those accommodations that they are entitled to but also making the classroom environment really welcoming to students in a way that will not shine a spotlight on them if they choose to use a device that they have an accommodation for and if we have students who are not identifying, that has some equity issues too if they are sitting in classrooms that have technology bands, they do not have the comfort level or being allowed to use those in ways that best support their learning.   
  
>> So it looks like there might be another question or comment coming in from Phoenix college. There's the idea that tech accessibility is something we can Target for products and services but the greater challenge is the software used in the classroom by staff that we don't know about and that seems to be an issue in terms of meeting students with disabilities where they are is if there's not supported technology and instructional staff may have gone rogue with what they are learning and they may not make those accommodations for students who might require them. He follows up and said this is the tool and with the right manageable tools we can have a comprehensive view and part of it is being aware that you have students with those particular needs and if there are explicit technologies or tools that are designed to meet those accessibility requirements to have faculty take the time along with institutional support to make those accommodations. Phoenix college writes in with a question. Are the student responses to the accessibility from a smaller group of respondents that they fit disabled criteria?   
  
>> They responded to the question that they needed accessible technology due to a disability. They were not asked whether or not they had a disability but that they needed technology, accessible tech for a disability. Does that make sense?   
  
>> It makes sense to me. I would like to see whether that answers Phoenix colleges question or not.   
  
>> Does that answer your question Phoenix?   
  
>> They are typing now. Close enough.   
  
>> Okay. Okay. We did not have a demographic question on the student survey that asks about disability status largely. We included that question about if they had a disability that required technology for their course work. Okay. So are there any other questions that we can address?   
  
>> Phoenix is still typing.   
  
>> Okay.   
  
>> While we're waiting on that, we had the call for more community colleges specially with the broader range of geographic representation to take place and that's because in the sample that we have from this years student study, the number of community colleges that we have participating with the geographic location skewed our results to be representative of community colleges nationally and those members of the audience that haven't participated before, we would encourage you to do so that you can get data for your students and help us to be able to write about this population of students in a way that is more representative. That's where we get the plug there for taking the students study survey.   
  
>> Absolutely. Okay. Does Phoenix have any questions?   
  
>> Are the student responses to the accessibility -- I'm sorry. The question is based on students who may not have identified through the disability services but seeking accommodations nonetheless. And Heidi suggests that we might advertise to New England students and I think that's an excellent idea and we were just at your conference in your region last week. Maybe we can make the channels on making that advertisement. I'm passing it onto you.   
  
>> I'm just going to reiterate Christopher's call to action there. If you are again interested in participating in ETRAC 2020 and you are a community college we want you. So, I closed out with kind of a follow-up here. You can sign up at EDUCAUSE dot EDU/ETRAC and again, any questions whatsoever we want to make the process as easy as possible. You can send questions to benchmarking and community college gives us more and better data and a greater understanding of community college students' experiences and how technology can play a role there and give us at EDUCAUSE more opportunities to serve our community college members through the data that we share and the resources that we provide. If you would like to participate, please reach out and check out the ETRAC portal and fill out a planning sheet and again, if you have questions, let us know. I also will wrap up to let you know that the community college report is about to go to final review in our publications department and published in about a month. Until then if you haven't already checked it out you can go to the Q R quote here in a tiny URL to check out the 2018 Report which we have referenced a number of times in this presentation that might be interesting or useful to you and also a quick note about ETRAC 2019, those surveys just closed I think yesterday. This year we're doing both the student and faculty surveys and the research team is going to be working on the data analysis this spring and summer. We have reports being published in the fall so if you are interested in student and faculty experiences with technology watch out for those. We also present this research at our annual conference in Chicago this year and we encourage you to check it out at the conference or when the reports drop in the fall. That is all I have for today. Thank you so much for taking the time to attend, taking the time out of your scheduled. I know what it is like in April in academia and I know the schedules are very busy but I want to reach out as well and let you know if you have questions contact me via e-mail or social media and let us know if there's anything we can do to support you if you are interested in participating in ETRAC 2020 and I'll hand it back over to Christopher.   
  
>> Excellent. Thank you for sharing that research with us this morning or afternoon depending on your time zone. On behalf of EDUCAUSE, thank you all for joining us today for an engaging session and conversation. Before you sign off today, please click on the session evaluation link—which you will find in the bottom Left corner of your screen. Your comments are very important to us. The session’s recording and presentation slides will be posted to the website later today. Please feel free To share it with your colleagues.   
  
>> And finally, please join us for the next ELI Webinar on Tuesday, June 4th at 1:00pm Eastern Time to Hear about “Assessment for Learning Improvement: Comparing Two Universities' Approaches to Reveal Key Principles and Strategies.” On behalf of EDUCAUSE, this is D. Christopher Brooks, thanks for Joining us today.

[End of Webinar]