>> Welcome to “Going Online” with Oregon State University Ecampus. A podcast series highlighting resources and tools for online learners across the globe. I'm Eddie Rodriguez, the Student Engagement Program Manager at Oregon State University Ecampus, which serves more than 13,000 online learners annually through the delivery of 100-plus online degrees and programs.

I'm joined by my colleague Rachael Guenthner, Entry and Transition Advisor at South Seattle College, and former OSU Ecampus Student Success Coach. We're glad you're here. In this episode, we are chatting with Jonathan Bots a current Ecampus student will discuss his personal journey to Oregon State Ecampus and his academic successes and struggles.

Together, we'll explore his insights on how your study habits and learning style can impact your experience learning online, let's get into it. All right, well, welcome, Jon, it's a pleasure to have you, welcome to our Going Online with OSU Ecampus podcast. We can't thank you enough for you to kind of share your time with us and tell us a little bit about your story.

For our listeners out there my name is Eddie Rodriguez, I'm the Student Engagement Program Manager here within Ecampus at Oregon State University and with me is my wonderful friend and colleague-

>> Rachael Guenthner, Student Success Coach here at Ecampus, fellow peer and colleague for Eddie and Jon, we're really excited that you're here.

>> Man, thank you guys so much for the time and the introduction. You guys are so incredible, man. I really do thank you for the opportunity to be here and to share my experiences and things. I mean, there's a lot to get into and I think there's a lot of things I can share.

I think my experience so far has been nothing but exceptional. I mean, Eddie already knows a little bit about my story already, but I'm really excited again. So let's let's do it.

>> Yeah, let's do it. Yeah, absolutely Jon again thanks. I mean to start off, if you don't mind, can you just let us know who you are?

Where are you coming from, what is it that you're studying? And what sort of things are you doing outside of school?

>> I come from the West Coast, I was born in Seattle. I traveled a lot my time there and then I ended up playing in California but happened to be in New York at the moment.

But yeah, so my current status right now in schools, I always do, I'm an on campus student. I'm a double degree major in Sustainability and Environmental Science. And yeah, I think that really kind of was a deliberate choice to also work in design so those two things I feel like really coincide really well just because there's a lot of science that goes in between the design world.

And there's so many gray areas there. So I feel like the meal's really important to kind of come back and finish my degree in that, and really get a better understanding of how to better serve my design communication. But a little bit about me is that I tend to be very honest and calculated at moments, and I think that I tend to look at things from a realistic point of view.

And then often like things were color and composition, and that tends to be very open to people and ideas. [inaudible] super obsessed learner, I think that's one of the reasons why I ended up coming to OSU.

And it's also too, I'm not saying all these things just to say that OSU is just like, you know those normal commercials that schools have where it's like this is, we're the best school and we're like-

>> Yeah.

>> Not that, no, this is a hundred percent honest.

And I really mean this from the bottom of my heart is that I really got lucky finding OSU and I think there's so many opportunities here for everybody. And I think I really came across a lot of those opportunities by just by luck, and I think that there's a lot of beautiful things is happening here.

And I'm really happy to be here. And yeah, I think that's why we'll probably leave with that for a moment.

>> Yeah, absolutely Jon, thank you. Can you tell me a little bit more about how you as a designer, came to major in kinda of hard science between sustainability and environmental science.

>> Yeah, really good question. So just to give a little more context so I am contracted with design studios. I come in and do like industrial design work for certain companies and also they don't always started to do more like fashion. More contemporary design work, whether it's like fashion based or Illustration or base.

It really kind of revolves around our consulting too, which is kind of the core of it all. And I think really just giving insight is really kind of the go there, but so were to back up a little bit more. I think it started out when I was young, I grew up in a family that was like, hey, but if you're not.

In the room, so if you don't need to buy that, don't buy it, let's try to save money here. And, I didn't grow up from a privileged place. And so it was kind of easy to kind of, net to jump into that idea of sustainability, which of course, is a buzzword, but it's really important to incorporate into your life.

And so it wasn't until like I got to California when I learned about the actual value of design. I remember there was a time where I didn't really know what fashion really meant. I was holding, I was with some friends one day we were in Nordstrom, the luxury design department.

Now they were ordering the shoes they bought [unknown] and I just couldn't understand why it was so expensive and why it was so like, they were just drooling over it. And then they linked to me, they were like, do you not understand like how these shoes are? I was like, I do not know, Like I do not know what this means.

I grew up like with like, with Jordans and [unknown] and Allen Iverson's or a lot of these things are really like in my catalog and few. I didn't really consider like Louis Vuitton or, and so that was a really defining moment for me. And so then once I understood what that meant, it took me a little bit to kind of process that and like, okay, cool.

Now I understand what this shape means, what this texture means, what this fabric means. And so I carry that with me when I got to California, leaving Seattle, and I ended up being there for five, six years studying there and I ended up transferring to a university in LA.

And did fashion there and then I went to Oakland to study there at a university and I think it was such a beautiful experience because the people that had met there was don't credible. And I think they were just at the perfect time for me to learn what I needed to learn and then I ended up going to gear up and wanted to kind of I take on a bigger challenge in a row.

And I ended up doing more fashion consulting in that I ended up meeting a woman, she actually worked as an environmental consultant herself. And at that time I was already working with an agency, and I ended up meeting her kind of by luck and she will always just explain to her like what I'm doing with this project.

And then she kind of looked at me and was like, have you ever considered like looking at the environmental science side of things? And I've always, like I said, my background being sustainable naturally by childhood or behavior was one thing. But being exposed to like how chemicals are made and how supply chain management is ran and, on how the biology of certainisms or the oceanic factors and stuff like that.

All these things play a role into our environment and essentially design. And so I took that with me and went back to the States when I left Europe. And I ended up landing on OSU and I was like, okay, this kind of makes sense. Let's see what we can get from this.

And so literally the goal kind of just added on from there was like, let's continue to merge this design and science together to create something better. And so for me it's more like the long term, not the short term. And I think oftentimes when you're student loans is such a big problem when you talk about education.

But one thing that I learned was when I was here was that education is seen as a necessity. It's not seen as a privilege. And so coming here I had to really kind of move that away and not be scared or discouraged by that, because most students are.

And in my experience up in several schools I went to previously, there wasn't a lot of support, there wasn't a lot of financial support or social support. And so there was a lot of nervousness coming into that. And so I wish you gave me the opportunity to kind of rethink that and put a new framing on that and what education means as far as value goes, and actually really helps my goal in my journey much more easier.

And I'm just really grateful for that. But so yeah, I think again here, it's like the long-term is really being met with these smaller processes. And OSU happens to be a part of that process by showing, hey, this is what the science means. And this is how you can actually add us into your life socially.

Because when I leave work, I'm dealing with real life. You know what I mean?

>> Yeah.

>> And Eddie can tell you more about that. Conversations I had with Eddie about, hey, these things are going on at work, these things are happening, whatever. And he's always on top of it.

>> And these things add to that long-term goal. And so I'm just extremely grateful for that. And so yeah.

>> Yeah, no, that's awesome, Jon. I appreciate you kind of walking us through your journey, right? It sounds like you've definitely been in a lot of places, you've experienced education and life experiences and a lot of different contexts and environments and you can totally see the impacts that your upbringing to your exposure to sustainability and then the design aspect.

You can totally see how it's all kind of woven in together. Given that you've been in so many places, and it sounds like you've got to experience so much. I'm curious though, what was that moment or event in your life that was like, hey, I want to now come to OSU Ecampus, where did that happen?

What made you decide to pursue this online degree?

>> Well, I think for me, it's more like I had to figure out what time meant for me, one and location wise. Unfortunately, I was still in Europe when I was deciding on the schools that I knew I was coming back to America.

And at that time, it was in the height of COVID. And so I really wasn't sure how this is going to turn out. I just knew that I wanted to finish my degree in this area, and I knew that I had to try to meet the reality of life.

Okay, I'm working full-time in design. When am I gonna have the time to do education? It just seemed unrealistic being able to go to class in the evening, it just seemed really challenging to kind of figure out to manage a schedule that way. And so I obviously just thought of there's a virtual opportunity, the one I've taken.

So we'll do it, I like research every university in America, every university in Europe, every university in Africa, across the world to see the criteria of. A, is there online learning, and B, does it have these these programs, and C, what does the curriculum looks like? So I hit every university that was available.

And so OSU was able to provide that for me specifically, like sustainability, boom, environmental science, boom. And also to the courses that was offered was really kind of what stood out to me, and when I was in Europe at that time, I was actually looking at like product design.

And I was looking at things related to that and interior design and so, I was actually even struggling with what I wanted to land on. And so once I found you guys, I happen to already be in New York at that time. And so I made the call, and it's right away there.

Okay, cool. What do you want to do? What is your goal? Why does this make sense to you? And I felt that was the first time I've ever been met with a university that has been brutally honest with me, and really kind of challenged my intuitions. But more so what does this really mean to me.

Am I doing this for intrinsic reason or extrinsic reasons? And I just saw how so much love and time was poured into this program of Ecampus, and financially, I felt like I was able to meet that what it was asking for. And I just felt like everything kind of aligned with what my goals, but Ecampus itself men, has been such a treat and everything's to be moving in a great path and the future obviously really bright.

And I'm really excited to be a part.

>> Wow. Wow. Jon, again, appreciate you sharing those kind words with us, and again, just walking us through that journey. Yeah, it really hits home kind of where students come from in terms of like they can come from a lot of different experiences and backgrounds.

I'm looking over here at Rachael. I feel like there was something that she was wanting to kind of ask about everything.

>> I have a lot of questions. No, I agree with Eddie. It's really wonderful to hear your journey, but also talking about how Ecampus is communicating for itself.

Because with searching for online education sooner, there's just so many options out there, public institutions, private institutions, and there's just a lot the market and so it's exciting to hear how students come across OSU. And like, how that initial interaction really kind of creates a moment of interest to where someone like Jon across the world could be, I see myself at OSU, I see myself being successful at Ecampus.

And I think that that's really telling, because it really is anybody who could come to the Ecampus website and be like, sustainability, that's what I want to do. But, yeah, I think that in the way that you spoke, I was very kind of we don't get to hear often enough about how folks kind of get in contact with us.

We often are touching students, or getting in contact with students in very different parts of the timeline, and so I think the main question I have in regards to that is just. Was there something you could name that like really drew you in? You were mentioning curriculum in a website, but as someone that were in design, was there something just within their language that really called you in, in the way that Ecampus talks about it's programs and how we support students?

>> Man, that's really good question. There's a lot to say there in response to that. I think the first thing that stood out to me was when I first started, I did the orientation process. And the first question I got, so they asked, okay, this is what the program is all about.

This is what you're going to be expecting. And then they jumped to something that I didn't really expect, it really didn't 360. And they said, do you know why you're in school? And I kind of touched on that earlier, but it specifically asked, why are you in school?

Is it because you want to make money, or is it because like you actually enjoy this? And I was like, whoa, okay, that's interesting. As I ask these questions all the time about things, and understand OSU's a business at the end of the day, but it also is a community.

So I was okay, maybe this isn't too far. And then it asked about what Black Lives Matter means, do you know what LGBTQ means? I was like, Okay, we have something here. So, I think that was really a moment for me that made me realize this is something a little more serious.

They're taking this a little more serious. I think for me, when I looked at that, I myself, I am I'm Afro Hispanic, I'm half black, half Mexican. And I grew up not really knowing where to fit in that. Just because, I look mixed, but I'm also, I listen to Tupac and also listen to Spanish music.

So, the people on the streets often think that I just listen to Tupac. But internally, I listen to both. And so hearing that, really, seeing that made me feel it gave me a confirmation that this is a place where I can be myself and be comfortable asking those questions that are really forward.

And honestly, man, students are struggling out here, students just trying to figure out their way. I was working at a design agency, and then I was really going through a really hard time because I had lost my auntie, she died from cancer. And it was really hard because I was like, man, why do I feel I grieved enough, but I still am having these leftover emotions?

And I didn't realize that it was affecting my performance at work and let alone my education. So I reached out to Eddie, and Eddie was so generous enough to give me the time, and kind of just walk me through where all this kind of started. And Eddie didn't necessarily have to be as honest as he was, but he did.

And having an opportunity to be able to speak to somebody, and let alone have an institution that can provide, push out those resources to people, and not force people to come in and engage into it, but just say, hey, look, this is available and show you why the value is there.

It gives you more of a reason to engage, you know what I mean, as a student. Like I said, going back to Eddie, Eddie was so gracious enough to help me through that really tough moment, and just making me see what was really there while I was experiencing what I was experiencing.

And it was just such a defining moment again of, okay, this is why I'm here. And this again supports the long term. And so, yeah, I think those are two really important moments. Yeah, so I hope I answered that.

>> Absolutely, you answered it perfectly. So we're talking about Eddie, for those listeners out there, not up on staffing changes at Ecampus, our own Eddie Rodriguez served as a student success coach for three years.

>> Yeah, yeah, for about three, three years if my math is correct here.

>> We'll round up to three years.

>> Yeah, which, just super side note, Jon, you're already gonna make me cry.

>> As I appreciate you and all these kind words. Can't thank you enough. But again, this was definitely all you.

>> No, man, I think it was all you guys, man. Literally, I can't thank you guys enough.

>> Now, I'm going to cry.

>> I cried on Stranger Things, so we'll see how this goes.

>> With that little kind of context, you had been working with Eddie. And so, what kind of initially brought you in to coaching as a service, before you even met Eddie?

>> Yeah, well I think I do have to pay my respects to the whole faculty entirely, the financial aid department, shout out to them They don't get enough love, got to give them the roses. Let's see what's same as that. The team that works in the Department of Human Resources, I don't think it's HR.

I can't remember which department it was. But there were departments that I literally had to speak to get to the coaching part. And I think I would just say in general, everybody has really put me into this path to lead to coaching. And I think the coaching in itself was really such a really beautiful opportunity for students to kind of just rethink their approach into the education, at least, Ecampus.

And I feel Ecampus is not just you're studying online and so you can watch Netflix at the same time so you can be able to work in a fast-paced world, you know I mean, it still gets to get to at an efficient pace and so for me, I think again, what led me to that was just everybody support?

When just calling and annoying them saying, hey, I need to, I have questions. I need to speak to somebody. I'm going through something, or everybody was so generous enough to kind of lead me there. Whether it was more extreme questions or just general questions about how to learn, how to study better.

That was really there. And I think that this servitude there, it had much quality and again, I'm just really grateful for that. But yeah, I think that's what led me to Eddie, was that.

>> Yeah, no, Jon, that's again, great to kind of hear how you sort of navigated the waters, right?

And ultimately found a resource that sounds that that was really impactful for you. And again, for our listeners out there, we're talking about the student success. Coaching team here at Ecampus, which is one of the resources Ecampus students have, and it's an opportunity or an option for those students who are seeking to maybe have a conversation with someone to kind of dig deeper on some of these issues, which Jon you so eloquently have talked about.

In terms of how you've navigated so much from your own life challenges to those hard decisions in your life about kind of where you want to go and what sort of step to take. And it sounds, yeah, it was an impactful experience for you. And very fortunate that that individual was myself that got to kind of hear all that.

So that's awesome. One of the things I'm curious about, because again, for the most part, it sounds you've been able to find folks or resources that have helped you navigate this sort of online learning world. But what would you say have been the challenges, and what would you say have been the successes of being an online student?

>> Similar successes and challenges. I would have to say that, and I think it was one more about some of the technical operations that I kind of experienced. But also do have to say that the Ecampus OSU department does a really good job on providing resources that can assist with those technical issues, such as you, there's a 24/7 hotline that they're able to assist you with any issues you have with your computer or your phone or anything that's going on with Canvas.

But there are other issues that they may not be able to reach at a certain point in time. So, I ran into a few issues where I was in finals, and I was, okay, my computer's acting weird or just recently, this past term, I had an issue with an assignment where two assignments are overlapping.

And these two assignments were either make or break my grade, where I would either succeed or fail the class. So, luckily my teacher was kind enough to reach out and say, hey, listen, we need to know what's going on. And I was able to catch it in time and we kind of just did before class had ended, and it took care of that right away.

So, obviously that's one of the things that was really challenging, is more of the technical side of things. And then also too, not to train the new students About that, but because they do make sure at the beginning of every time, I believe it was that, they make sure that your computer or anything you're using to log on to Canvas is working effectively, that there'll be no interruptions during or beforehand.

But I think some of the successes, I would say, is man it everything feels pretty smooth. You feel you're still in class you're on campus, you get a chance to interact with your fellow students or classmates. And, I mean, there's been numerous amount of assignments where we had to interact with one another and say, hey, leave a comment.

What did you think about? This assignment or, what are your thoughts on it? Hey, you have to give feedback because that's also points. And so the algorithm there was really set to where it's like by choice you have to feel, or not by choice, where you have to feel like you're in class too on campus.

And so they do a really good job on making you feel like you're able to be at home and still be on campus at the same time. And I think a lot of it, like I said, deals with algorithms and the way how the curriculum is designed specifically.

I had some assignments where I sensed that it was a little easy and at the end of the term they did a questionnaire and they said what are some of the things that she felt were easy and stuff. So I don't know if they read my mind but it was they literally were on top of it like okay.

And even after that professors were even asking hey, how did you guys like the class? I'm really grateful for you guys being here. There's just an extra gear that Ecampus has that just feels really authentic to the students and so, A, it just feel like you're getting your money's worth.

And B, it feels like you're getting your education work. And C, you see just feel like your time is really being served. And so I think those are the successes and challenges I would say.

>> Yeah, absolutely. Thank you so much for sharing about those.

>> Of course, thank you.

>> To speak directly to the challenges. First, it's important to know that what Jon was talking about with some of those technical issues as well as their supports. All Ecampus students have access to Canvas's 24/7 support with any issues within Canvas. They're very responsive via IM as well as email.

And then as an Ecampus student you also have access to our IT services on campus and they're always happy to answer any questions or help you troubleshoot your own computer issues that may be whether from software, firmware. Whatever it might be, they're always happy to help with those technical issues.

But definitely is something to be thinking about as you're thinking about kind of being an Ecampus student it is kind of like you have to have a lifeline to Ecampus learning because it's 100% online. So just providing more context there. Definitely like a reality that I encourage students to be thinking about is like, what kind of tools do you need to be successful with?

And I will say that a relatively new laptop is a great way to go. It's really exciting now to hear about your experience within Ecampus courses, especially as kind of a hard signs major. I know that that can be a very isolating kind of like hard tack. You gotta memorize these things, you gotta really get incorporated into the material that you're still finding a lot of connection amongst your classmates, the faculty, as well as just the classes on the whole.

And so I think that that often is like the biggest question that I get from students is like, how do I better connect within classes? Is there opportunities for connecting and hearing about your experience? That there are those opportunities and then there's a lot of intention in creating those opportunities.

Is like a really big thing I think for students, but also it's really exciting for me as a staff member to hear that because that is a huge question I get from students.

>> Yeah, no, I appreciate you sharing that, Rachael. I think this is all, yeah, really good information to our listeners out there that maybe our students are thinking about where they're at and where they want to go and what kind of support they can find here.

One of the, the questions that I want to ask and to kind of just get a better sense of how you feel about our faculty or I guess I should frame it more so like what you wish our faculty knew. So, I guess to ask you the question, Jon, is there anything since you were kind of already talking about you had some challenges right with kind of the technical aspect of your classes.

And you were thankful for a faculty member who reached out and kind of sort of in some ways, went the extra mile to kind of check in what's going on. But I'm curious, is there anything you wish faculty understood about you as an online student?

>> Let's see, man it's tough because I think I got lucky.

Or maybe not even lucky, but maybe this is just again, like to the progress of the school. There's been a few times where I was, man, like, I don't think they understand, this is because of this is going, I'm putting this somewhere else. Like I remember I had a few classes on sustainability and we had an assignment that was based on, I think it was sustainable assessment and we were assessing these companies and for me I was just trying to find extract all these pieces and apply it to design.

And I just was getting so obsessed, which so you're out this out and I felt like it was consistent but of course. And so oftentimes, I would say that it's really tough to kind of look at every student and specifically cater to them because there's certain universities that have 10,000 students, 5,000 students or even most of my classes have.

I think most that I've saw was around 50 or 60. So I'd imagine it's a lot of work for professors to specifically kind of comb through each student, but I was fortunate enough to have some professors who kind of caught on and said, hey, I actually have a student in my class.

She's also too you should reach out to her and that was really helpful because it helped. We actually became friends and been able to attack the class much more efficiently, just like feeding off each other with some of the class challenges. But I would say probably that's one of the things I wish can be a little more highlighted because I only got that a few times, is really making sure that the students, what they're saying.

Is that not the teachers maybe the class is doing their job recognizing what the students intention is as being there. Because there's so many students that come there that are not even in that program and have to take it because of their elective or something like that or because this is cool or this is interesting or my boyfriend did this and he's inspiring me to decide.

You never know the reason and I think A, I can help a student be able to retain it better, because you're coaching a student more than he thought he or she feels like there's more tension here. So there's that boost of energy. And I think maybe can be solved in a way of integrating it into some of the, I don't know.

We've done certain programs where it kind of tested our behaviors, but that was simply the isolated from this circumstance. But I think there's other technological ways you can make that happen. But I do wish that there was a system where, or at least it can be more focused where the students are more recognizing the purpose of them be there in class and really hone in on what their purpose is and what they're trying to get out of it.

Instead of just saying this is what sustainability is, and just take sustainability, it's like because then may not mean much to that person, even though sustainability. Everybody's there for a purpose, you got to give them the meat, potatoes. So that's what I was saying.

>> Absolutely, big fan of meat and potatoes.

But I definitely think there's an opportunity to be thinking about purpose and how that works into being any campus student, but also like what kind of motivations are bringing you to that class and like figuring out ways to make sure that you're. Finding pathways to engage with material in a unique way, but also ensuring that you're showing up in ways that are both healthy for you and healthy for your long-term goals, I think is really critical there.

But.

>> Yeah, and I just wanted to chime in too. I think, Jon, you're kind of highlighting kind of what I see as kind of an important point where there's recognition on both sides. On both of the student and the faculty right where you as a student appreciate when a faculty member has that awareness of who you are as a student.

And they're able to kind of create a community where you're able to connect with other students who maybe are in the same kind of field as you kind of maybe doing the same things as you and being able to kind of bridge that gap to sort of create a little community right.

But then also on the student side also recognizing like gosh, I do have this awareness that faculty are also strapped, right? Some of these classes are maybe larger and it might not be realistic. And so kind of just trying to find that balance of how can we make this work on both sides to kind of foster this community where everybody can thrive and learn and I thought that was just on your part, like a just great awareness level of, of how that all plays out.

So, yeah, appreciate you sharing that.

>> Of course. Yeah, I mean, and again, just I think that is important because then it's possible because it is a community, like you said, and fortunately enough is ecosystem. And those services can only thrive if those nutrients are being included and with everything that is in the ecosystem is being, is working to its advantage.

And I think it can only literally survive in those ways and it does start off with understanding that it is a community first, and that people are investing into this and every different aspect. I mean, and just understanding that is really vital from just a teacher student relationship standpoint, which really is kind of the core of it all. Always say just because you're a professor, doesn't mean you're gonna be professor.

You don't, it takes consistent effort to put that into action and it also do. Students also happened to that part too but if it's set up where like both parties have to work according to what needs to be met, then the parameters are doing its job. And so I think if healthy parameters are set, then there's no opportunities for mess ups or hiccups and eventually just leads to again a long term success for the Ecampus which is what the point of it all is to yeah.

>> Yeah, definitely setting the table for success just a good old dialogue, but in a closing, what advice would you give to perspective Ecampus students in this moment with your experience, like what would be your elevator pitch. To prospective Ecampus students if they're just like perusing the website right now?

>> I would say, and I touched on this earlier, I think there's been so many articles that came out that like companies are having trouble trying to get people into the office because people are kind of comfortable being at home. I think it's A, bad, but I think it's B, that it's convenient.

And I think that if somebody's looking at this university, my god, this campus options, it's like make sure that you're looking at that to help you out not to be comfortable with it. Because I think we can get comfortable with it. You limit your opportunities of what that is what I mean.

Because I had no idea how Ford resource warrants and I came here been fortunate enough that it was already incorporated into the, to really highlight that army and so there was a value system set there. But I think not just the school but any school who's looking at the Ecampus make sure that you're looking at it beyond listen I'm doing this and this.

I'm a New Yorker. New Yorkers don't sleep. Everybody's doing 30 different things at once. Yeah, you gotta, you gotta be like, okay, look, this is what my, this is how much I have with time. And this is the pie that I have. And this is how much space I have.

I think I wanna put this in here and be really honest with it and be honest with yourself. If you can't do it, then that's fair but use it as an opportunity to literally just build on the other things you're working towards. Because I think for me, it's like, like working as a contractor, these design agencies just being contracted on and then bid freelance on all these other things that I'm working on.

I'm doing that full time plus school full time. And it's a lot of work. But that there's the ability there because, it's all working in harmony. Yeah, I mean, yeah, I set it up and design it that way for it to work that way. And it was all deliberate.

And I think this is kind of the benefit that Ecampus can give to this ecosystem that I have set up. And if your ecosystem is set up for that way, then you use it to your advantage so you can amplify all the things that you're trying to build, again for that long term success, I mean.

And so really try to strive as soon as you can. And also to like coaches here can help you out with that and then there's all the other faculties that can help you out with that too. There's been many occasions why just spoke to random people whether it's the financial aid department or spoke to somebody in registration and they're like giving me conversations on hey, maybe you should try this out better or maybe this can work for you.

So it's all in the DNA of the Ecampus as well as the school. So just I would say just make sure that you put that value in front of that logo of a campus.

>> Yeah, absolutely. No. Yeah. As always, Jon, like, appreciate your words appreciate your perspective from the student side of things and but with that we're at time and we just want to again take this time to just say thank you to you.

I know you're busy and doing all kinds of things. So, we appreciate having you and we look forward to maybe talking to you in the future. And for all you listeners out there, thanks for listening to going online with OSU Ecampus. I hope you all found this informative.

So from Rachael and myself, we say thank you and yeah, enjoy the rest of your day, folks.

>> Man, thank you guys so much. We appreciate the time and I do look forward to the next conversation in the future.