

Katy Oliveira (00:00):

Welcome back to the show. Today we're diving into how one institution is taking a bold and proactive approach to student success. By re-imagining advising and investing in technology to drive impact, we're joined by the student success team from the University of North Dakota, an institution on a mission to better support their students through innovation, strategy, and thoughtful change. You'll hear about why their team shifted to a new advising model and why that change mattered. How they approached change management and got buy-in across campus, the intentional steps they took to roll out the CITAs Learning Student Impact platform, how they support adoption and usage of the platform through strategic onboarding and scaffolding and early indicators that show that this approach is already making a significant difference for their students. Whether you're leading transformation at your institution or just starting to explore new ways to better support student success, this episode is packed with lessons you won't want to miss.

(00:55):

I'm joined today by Dr. Karen Plum. Dr. Plum is served as a faculty member, program director, associate dean, and now oversees many student support areas across campus. I'm also joined today by Ashley Vegan, director for Student Academic Success. She has over 15 years of experience in higher ed in various areas, including financial aid, academic advising, retention initiatives, and student success leadership. And also we're joined by Katie Meyer, who has held various academic advising and student success positions at the University of North Dakota over the past 10 years, and is now serving as the university's appointed Pluck Central specialist and data coordinator to help facilitate the utilization of the SOTA Learning Student impact platform across the UND campus and to provide support to student success teams in their initiatives. But before we dive into the show, I'd love for you to take a moment to subscribe, to stay up to date on the latest in data formed approaches to student success. Karen, Ashley, Katie, thank you all for joining me. Welcome to Next Practices.

Ashley Vigen (02:11):

Thank you. Thanks for having us.

Katy Oliveira (02:13):

I'd like to start by just setting the stage for our audience so they can get to know you and your institution a little better. Can you tell us about the University of North Dakota, who it serves its mission and each of your roles in it?

Dr. Karyn Plumm (02:27):

Yeah, I can get us started. The University of North Dakota is a flagship four year research institution. We're an R one institution. We serve about 10,000 undergrad students and about 15,000 students total. We have a pretty good mix of on-campus and online or distance students that are part of our population here at UND. Our overall mission is to serve the state of North Dakota and the community surrounding us. We work with all of the other institutions within our system, and we serve all of our students across our campus and work closely with our community partners as well. My role at the university, I'm the Vice Provost for Undergraduate Studies and Student Success, so I'm primarily focused on all of the areas that oversee onboarding of our new undergrad students, transfer students, helping students get settled and situated at the University of North Dakota, helping them find their place here where they belong, and then helping them get to that finish line.

Katy Oliveira (03:32):

And then Ashley, do you mind sharing what your role is in the work?

Ashley Vigen (03:35):

Yeah, definitely. My name's Ashley. I'm the director for Student Academic Success, so I get to work with all of the caseload professional academic advisors on our campus, as well as a group of academic advising coordinators who work closely with all of those academic advisors. I work with our transfer team very closely and then also helping with advisement and registration for all of our incoming freshmen students, which is hot and heavy right now. That is what we are doing, getting hundreds of incoming freshmen students enrolled right now, which is very, very fun. So I've been at the institution for about 11 years and I'm very fortunate to work with this team.

Katy Oliveira (04:20):

And then Katie, do you mind sharing your role in the work?

Katie Meyer (04:22):

Yeah, sure. So my title is Hawk Central Specialist and Data Coordinator. So Hawk Central is our CITAs product that we branded for our university mascot. So I administer all of our products for the entire campus, and then I work on coordinating data for our unit on whatever needs that we have on our initiatives that we're working on and helping us move forward strategically with that information and that data that we can pull from or products.

Katy Oliveira (04:53):

Well, I'm really excited to have you all here, and I know that you're doing a lot of really good work to help improve and enhance support for your students. I know a lot of institutions are facing a myriad of challenges and everyone has a little bit different mix of things that are impacting them today. I'd love to start by giving you a chance to just introduce the audience a little bit more to your students and the challenges that they're up against, the student success challenges that your team is really working to solve, and also institutional challenges that your team is working to solve.

Dr. Karyn Plumm (05:28):

So some of the challenges that our team were working to solve and some of the ways in which we envision I'm using the CITAs products, our strategic plan that we recently put into place very heavily looks at the individualization of advising for students. So one of the challenges that we were running into previously was the changes that students make across campus. If they change a major from one area to the next, what is their experience like? Is it consistent? Are they having the same kind of support that they did making that change. Previously, we had an advising model where it largely was dependent on faculty advisors. Our faculty advisors were wonderful, but being able to help students get from one college to the next became a really difficult challenge. There were a lot of paperwork, a lot of, I'm not sure what you can expect in that kind of major. So probably our biggest pivot in making sure that we're supporting the students and their individual needs was the change in our advising model. So we changed to a hub and spoke model for advising where we have a centralized team that help oversee all of the professional advisors that we've hired across campus. And that has been the biggest change in the last handful of years, but also probably our biggest win in terms of being able to provide the individualized advising that our campus had called for

Katy Oliveira (07:02):

Finding out, I mean, every student is different and has different set of challenges. So being able to scale that proactive, individualized support can be a challenge in older models and without the right technology, but with those things it can become a lot more feasible to do. So I'd love to hear more. I know that you have been working on implementing that new advising model and you've invested in technology like the CITAs Learning impact platform to support that approach. I'd love to know a little bit more about your experience with those decisions, why your team decided to change its advising model and why you decided to invest in a technology to support that work.

Dr. Karyn Plumm (07:47):

Our initial conversations were mixed, so we had some faculty that were really fantastic advisors and really wanted to stay in that role. We had others that were really busy and did not have the time to be able to keep up with the training to be able to keep up with the changes that occur across campus, whether it was for curriculum or our general education program, that kind of information needed to be up to date. So we were finding that things were sort of falling aside as faculty were doing the job they were hired to do, to teach and do their research and be that kind of mentor for our students. So the model that we found that worked best, we wanted to keep our advisors embedded in the programs that they served and to have that relationship with the faculty and the department. So our hub and spoke model was created on the basis of that rather than shifting to a fully centralized advising model or to keep the advisors completely separate from one another, which is the model we were using previously. So we have a little bit of a mix of both. We have an advising center now that has that centralized kind of overseeing that work. So when students aren't sure where to go, there's a place for them. And then we oversee our advisors that are embedded within the program. So they serve particular programs. They sit on curriculum committees for some of their departments to help make sure that that kind of change that's occurring for curriculum and information is consistent with what students should be able to do and be able to expect.

(09:24):

There was a lot of discussion about what would work, what wouldn't work, trying to balance out what faculty would like to be able to do and how they would like to be able to serve our students. So we do still have a faculty role embedded pretty largely in this particular model. They are added as a faculty mentor in the places where they are interested in still serving that role for students. And that has been one of the changes we made as we were onboarding our CITAs product to take a look at what do students see in their actual dashboard and how do they find those connections? And that allowed us to have that conversation about, they were just seeing a list of names and not really sure who those people were. So we were able to work with our system office to make an upgrade on our end so that we could clearly identify, here is your primary professional advisor, here is your faculty mentor. If you're a student athlete, here's your athletics advisor. If you're in a TRIO program, here's your trio advisor. Those kinds of pieces so that the information was clear to students about who they were working with and how they have those attachments to our staff across campus.

Katy Oliveira (10:32):

It seems like it's a recognition that students need different kinds of support from different roles and different folks across campus, and that expecting just one faculty member to deliver all of the things maybe was not the best way to get students what they needed.

Dr. Karyn Plumm (10:52):

Yes, absolutely. And making sure that the faculty could still do their job as well as they could do their job without trying to manage this other piece of it as well.

Katy Oliveira (11:01):

Yeah, let them do the things that are, they're really good at doing and taking some of the pieces that maybe could be better served elsewhere, elsewhere. And also recognizing that students maybe are intersecting with different kinds of programs and different kinds of needs and making it super easy to see that they have a collection of folks. And then I assume that I'd love to hear more about this, but the decision to invest in a technology to support this is to help facilitate and foster some of that coordination and collaboration across different stakeholders on the campus to be able to work together to deliver the kind of support sounds like you want to deliver.

Dr. Karyn Plumm (11:41):

Yes, absolutely. The decision to bring some of the technology aboard, we had a steering committee, we created the Hawk Central specialist position so that we had some oversight once we had things onboarded. And really it was to make sure that we were sharing information. So even with the building of our new academic advising model, we were sharing information, but we weren't necessarily sharing it with our partners in student affairs who also play a significant role in the lives of our students. We weren't sharing it out to department chairs necessarily. They were getting it from a different place. So our vision for bringing this aboard was to really have a place where all information was shared across campus so that everyone knew what was going on with the student. They didn't have to start from scratch every time they came in to have a conversation with a new staff on our campus. So that was kind of our big overarching goal of how to implement the product and how to bring it about. And yeah, Katie can talk a little bit more about specifics of how we did that, but the goal was to make sure that the information was easily shareable and that everyone had it at their fingertips, and it was something available for us, but also for students so that they could see who they were working with and why that person was listed in their information

Katy Oliveira (13:05):

When I was in higher ed. I think one challenge we always found as we were investigating very similar challenges with what is the role of faculty? What is the role of the professional advisor? How do we coordinate and collaborate students perceive the institution as one holistic thing, and we perceive the institution as all of these different departments. And so for a student, it's like creating a structure that is intuitive to the student versus having the student learn how to function in our more siloed departmental structure. And it makes so much sense. I think, when you think about it that way. To kind of flip it, I know that change management is a common challenge across institutions, partners that we see that are really successful, take an intentional approach to change management. I know your team has taken a really intentional approach to change management. I would love to hear more about what change management looks like through this process. How did you get buy-in from different folks across campus? I know that you were really thoughtful about how you talk to executive leadership versus advisors versus even students themselves. Can you share more about what that looks like?

Katie Meyer (14:23):

Yeah, definitely. I think, again, a lot of it was going in a segmented approach, a scaffolding approach, don't do it all at once. We're going to do it in these small little pieces because it is such a large scale change and a huge difference from our previous products and technology that we had been using. So we

really wanted to be intentional about making sure that those that are using it feel comfortable using it so that it just becomes commonplace in their everyday work and can still continue to support students without having to struggle using the technology too. So we started, once we had all of the configurations ready to go, we launched it to advisors first before launching it to the entire campus community. So that way their advisors are the main users of the product for the most part and are in it on a regular daily basis the most.

(15:19):

So we really wanted their input and their feedback on how to strategically use the information and the tools that the products offer to help them be more efficient in their work and how can they get to the information that they need to help support the students that they're meeting with. So that was a whole semester long process that we worked with advisors. We did monthly trainings with them where we focused on just a few specific features of the product and scaling it up to some of those newer features that we hadn't had before. But throughout all that process, we kept asking for their feedback, how is this working for you? How can you see this working in your work with your students and in your meetings and appointments with them? And then through that process, we also actually selected a group of advisors that we called Champions.

(16:12):

We called them our Hawk Central champions. So we had five academic advisors, professional academic advisors that had extra time added to their duties, something along those lines where they were focused on Hawk Central and CITAs products and learning it. And so they were spending extra time digging into the features and how does this work, how should we recommend advisors use this specific feature? And kind of trying to break the system so that we can figure out where we should give that advice to other advisors in using the products. So that was really instrumental too in helping us learn the system and creating our training materials. And they were also able to help support the other academic advisors too. They were kind of a go-to person for advisors as they were using it to ask questions to and figure out how things work. And then they were also really instrumental in helping us determine what do we focus on next? What pieces should we start learning more about? What pieces should we start informing advisors about and training them on and helping them utilize the system.

(17:33):

And then from there, after we launched the product fully to our campus community, we also asked for faculty to opt into a pilot program of testing out the alert system. We had a previous program before with our prior products, and so we really wanted their feedback and their buy into on how does this work? What can we do to make this work the way that you want it to and expect it to? So that was really cool to be able to have some faculty choose to test out, be early adopters of the alert system and provide really meaningful feedback to make sure that we are getting the information that advisors need and that students need to be successful and supported in the courses from their faculty as well. I think in general, having those different groups and finding those champions really helped build buy-in, asked them many times to share out their experiences of using the products and talking about it in their department meetings or with other staff on campus. So I think that's really helped get some of those early adopters too in using our product. I don't know, Ashley, do you want to share more information about IN

Ashley Vigen (18:54):

Yeah, definitely. Yeah. This was a very tiered approach that we took. We were so intentional about what things we rolled out at what points and why it would make sense. We really tried to put a puzzle together, a million things to do. And so I really want to highlight the trainings we did with advisors in that

spring semester, pulling out three or four features and pulling all of our advisors together in one room, playing around with it, walking around, asking them to do this, that or the other. They all had their laptops. It was a very collaborative approach that we took. It was very, very hands-on, and we got a lot of good feedback about that. We wanted to make sure advisors who are the main users, knew what they were doing, knew why they were doing it, and knew what they could do, what features were available to them in order to make their lives easier with their students.

(19:53):

So as far as the buy-in, I feel like as soon as we got advisors on board, things just really started to click. It's been very seamless. We're a whole year into using this product right now, and I just really reflect back and kind of the slow role approach that we took was the glue to making this all work. I think we have very few issues that pop up about HOK Central, our CITAs product now, and I think that's due to the way that we implemented and how intentional we were about those things. We, for the past 18 months have been talking to people all over campus, students, staff, faculty, support areas about Hawk Central is coming, CITAs is coming, these are the features. So we really were able to hype it up and talk about it in advance of it rolling out lots of intentional emails were sent to different segments of campus about, Hey, this product is coming.

(20:59):

Here are some of the features. As soon as we have training dates, we'll send them out to you. So our communication was very intentional and matched. Then the trainings we were offering. We also held a very open door approach to everything that we did. We asked for feedback continuously. We wanted people to ask questions. We wanted people to bring their concerns to us if they thought this isn't going to work very well, or how is this going to work with my student? We thought about those very methodically. We would go back to CITAs and say, what about this? What about this? This might not work well. So all of these questions and concerns we would continuously bring back to CITAs and they would help us work through solutions. Sometimes it is what it is and sometimes it's, oh, we haven't thought about that. Let's swing it this way.

(21:50):

So then we would be able to then go back to the advisor or the faculty or a student support office and say, Hey, we looked into this. Here's the answer, here's the solution. And I think that getting information back to people in a timely manner served us well because that helped build rapport for the product and the team we had implementing this very large scale platform on our campus, Katie and I did, the president of the university does interview bimonthly with different people on campus, offices on campus just to learn more about what's going on. So Katie and I did an interview with him last fall semester. It's just a quick five minute blurb in our office. So that helped also spread the word about Hawk Central and CITAs, the importance of academic advising, pre-reqs, all of those different things. So I think that also continued to spread the word about, Hey, this is here.

(22:47):

This is happening. It's not going away. We're here to stay type of thing. So that was a big piece of buy-in and a lot of people across campus saw that, which was cool. And kind of going back, I think the name of the game is continuous improvement. We are, in general never satisfied with exactly where we are right now. We want things to continue to get better and better, and we want to continue to build efficiencies in everything that we do. Students are constantly changing, so we need to constantly change. And I think especially with this product, we have taken that approach. Katie, Karen and I are always talking about those things, this student populations. We have a lot of transfer students, a lot of online students, a lot of part-time students, and we also have a lot of traditional 18 to 22-year-old students. So we have this

melting pot of all different types of populations, and one size is not fit all. So we are constantly talking about how can this product meet the needs of all of our different students, which I think is also very important when we're talking about CITAs and how to recruit students and how to retain students. When we're communicating with administrators and faculty and other staff, we have to think about our whole picture of what our 15,000 students is comprised of.

Katy Oliveira (24:14):

It's remarkable because it's not just we onboarded a small department or one team. It sounds like, and correct me if I'm wrong on the scope of this, this is something that was rolled out across, you started with advisors and you started with Champions, but are rolling it out to other stakeholders on campus as well. So there can be a coordinated approach to delivering the right support to the right student, rather than having one size fits all cookie cutter services for every student that are reliant on the student identifying that they need that service, which I think is always a challenge that students underutilized resources because they don't always know that's for them and they feel intimidated and it's hard to ask for help and all those things. Understanding is that the right understanding?

Dr. Karyn Plumm (25:07):

Yeah, we've rolled it out to the entire campus at this point. So we do have a pretty strong faculty governance. So the change in our alert system, for example, went through faculty governance. That had to be a change to our policy and the way that folks were using it. We added everybody from student athletes to finance to our Hilliard Center folks over in student affairs to everybody has the ability to see the student information that is relevant to their area. So that piece of it was big. It was a lot to get out to everybody across campus, and that the way that they used it was different than what we had had previously. So that was, we had a couple of sticking points here and there. Here's what I want to do and how I'm used to doing it, how do we change it to fit what we're doing now?

(26:01):

But Katie has been phenomenal at working with specific offices and specific individuals on here's what we would recommend that you do given this change, because this is what they were used to doing before and now that we have this, this is how we want to do it in this way. So it's been a lot of conversations and a lot of emails and a lot of making sure that folks know how things work and how everything functions. And I think now it's pretty well known. We're remarkably only a year in all we hear is Hawk Central, Hawk Central. So everybody has come aboard and we're full steam ahead at this point.

Katy Oliveira (26:43):

Yeah, it's remarkable the campus-wide effort that you have been able to implement, and I think taking that intentional scaffolded approach makes integrating something like this campus-wide, a lot more feasible, a lot less overwhelming. And so I think that that's something that a lot of people can benefit from. Sometimes every institution's different has different mix of personalities and politics and structures that have to be navigated. And I think the beauty is figuring out a way that can work on your campus at your institution, knowing that mix of things and building coalition, building relationship, going after the folks who are, what is that? The, oh, I can't think. The coalition of the willing going after the coalition of the willing to begin with. And then I think sometimes once the coalition of the willing starts to have success or ease in their work or is able to do things and that starts to get out, then other people can come along more readily after that.

Ashley Vigen (27:46):

Yeah, I think you're exactly right. And I reflect on this and I think back to how we were able to build the buy-in, and I think it stems back from six and a half years ago when we started our academic core advisor model, the hub and spoke. We have a connection in every single undergraduate college with advising, and they all have built relationships with their advisors, their administrators, their faculty, their staff. So just within our small team of 10 or 11, we have those really strong connections in each college, which definitely aided in bringing people on board to accepting and adopting Hawk Central.

Katy Oliveira (28:29):

Yeah, it's really remarkable. Well, I know you're still really pretty early in your process. You said you've been, you're a year in which it sounds like you've accomplished so much in a year, but I know that sometimes even the year in with the amount of work and coalition building that you've done, that there are probably early indicators of success from this new approach. What are you seeing? What are you excited about? What is the trajectory that you see this going in as you move forward?

Ashley Vigen (28:59):

Yeah, for sure. We're excited about a lot. I think the biggest indicator of success thus far is our retention continues to grow. It continues to go up each year, which is very, very exciting. Every mid to late September, we get our retention number, our fall to fall official IEDs number, and it's exciting. We were higher the last two years than previous, and I'm hopeful we're going to be up again this September. We make sure to pause for a minute and celebrate that success because that's a big deal. This past year, the provost and Dr. Plum threw a little celebration for all of the academic advisors, and that was well received. And I think stopping and congratulating and celebrating staff who are a part of that is very, very important. And I know that Hawk Central was a big piece in why our retention continues to go up and the care and concern that we have for our students.

(30:07):

Lots of efficiencies with an advising advisors are able to pull their 350 student caseloads with ease. They're able to make static groups, they're able to communicate out to certain populations of students with two or three clicks of the button. So that's really cool. Some advisors are even taking it farther and doing even more with the system. I think the sky's the limit, honestly. And I don't think the three of us even know exactly how every advisor utilizes it, which I think is really cool. But what I hear lots of talk is even in the hallway, I'll hear two advisors talking about something. They're like, that's cool. I want to do that. And they'll run into an office and they'll teach each other. So there's a lot of that going on, which I think is awesome. Like I talked about earlier, different populations of students need different things, and so advisors have been able to customize the tools within Hawk Central to build different lists and groups.

(31:11):

I think we'll probably talk about this later too, but we've created a really robust communication plan to reach all of our students at very specific points in the semester, week two, week five, week eight, and so on and so forth, with different messaging that we've built based on how students are doing academically. So we have academic warning students that receive different messaging than our students who are doing well in their classes based on the alerts that faculty are providing for us at two different points in the semester. So it lets students know where they're at. It lets students know who to reach out to. It's all with clicks of the button. But everything on the backend we've done to build this up has been very, very successful and well received by advisors and students as well.

(32:03):



I think the other thing I want to touch on is kind of the ground up. Like I talked about, the advisors have been coming up with different ideas within Hoc Central or what about this or what about that? And then we've been able to kind of scale that to all professional advisors on campus. So we really appreciate and want advisors to give us ideas so that then we can implement those throughout the whole system so that all 10,000 of our undergraduate students are receiving similar communications or similar touch points in order to make sure that we're reaching them when they need it and at the right point that they need it, so that if something's not going well in their class, they tell someone versus getting to the end of the semester and oh, no, things didn't go well.

Katie Meyer (32:53):

I would also say along all of those successes with students and academic advising, I think something that, at least for me because it pertains to my role that I'm very excited about, is just the real time information that we have on our students and all of the little data pieces and information that we can gather on our students. We're able to learn more about who our students are and who are the students utilizing our resources, who are the students that aren't utilizing our resources, and how can we take that information to do different outreaches and create different initiatives for different populations of students too. So that for me has been really exciting just to be able to the click of a button, be able to pull a list of students where that wasn't readily available before in the past. So that's been a really exciting feature that has changed a lot of the work that we've been able to do in the last year, for sure.

Katy Oliveira (33:48):

Yeah. Yeah. I love that you spoke about wins and successes, both big and small, because I think sometimes we focus on those big institutional goals like retention, completion rate, which are important, is what we're laddering up to, but it takes those smaller efficiencies, having the capacity to really deliver the right support to students, being able to see which students need support, being able to easily do that, being able to organize, being able to communicate, being able to not make the students say the same story over and over again everywhere they go on campus. Those are all huge. And those things culminate and work together to influence, improve retention and improve student outcomes across the experience. Not just retention, but completion, career readiness, engagement with the institution, all those things get better when I think an institution can work together to support a student. So it's really exciting to hear that you're seeing some of those things too, and that you mentioned those wins as well. Well, we've covered a lot of ground. I always like to give the last word to my guests and make sure if there were any other lessons learned or things that you would like to share with the leaders in teams and similar situations before we sign off.

Dr. Karyn Plumm (35:13):

Well, thank you so much for this. Some of the lessons we've learned. Take your time. When we first jumped into this, we thought we were going to do all these huge and very quickly learned that that was not the way to go. We had to take our time. We had to do this in an orderly fashion so that we weren't stepping over one another trying to get to our endpoint. So taking your time to onboard it. Well, and really we spent a lot of time making sure the data was accurate. We spent a lot before anybody else even looked at it. So just taking all of that prep time and knowing what you are presenting to other people who are going to be using it was a huge part of this. It took a long time to get to that point. And then when you start rolling out to folks to make sure that you're choosing people who can be champions for the product, and I think that that was big for us to find folks who wanted to learn more about it and wanted to dig into it more.

(36:14):

Having the faculty opt in to do a pilot, for example, and giving us feedback on that because those folks also helped to share the story. That was another big piece of what we did. We tried to share the story, not just with our advising team, but with our president and with the rest of the campus and with our faculty governance folks as well. So just sharing that story really broadly and making sure that you're open to feedback. I think that was the other thing. So when we first rolled out to, when we first rolled out Katie's position in particular, we made it really clear that she was our, if you have a complaint or a concern person, here's where you go. And that actually streamed the line a lot of things. We had the registrar's office, we had our analytics and planning team, we had folks from our institutional technology team.

(37:07):

We're all part of our leadership steering group. So there was a lot of, well, I don't know who to go with for this and that. So creating Katie's position so that there was one point for folks to go to was a big win for us. And then just being able to manage that as they came in and what the concerns were. So yeah, those were some bits of advice for me. Making sure that you can get as many people as involved as possible is probably a big win for us too. We invited everyone constantly. We didn't always get everyone who showed up, but we invited everyone to the table over and over and over again to make sure that we were getting as much feedback and information out to our campus as we could.

Katy Oliveira (37:51):

Yeah, I think that those are all really important things. And I've seen over and over again, people do bits and pieces of those, but very few do all of them. And I think it does matter, and especially taking your time. I think we often, it's a big investment and we want the results yesterday, right? Because talking about students succeeding, and so the thought of having something start to pay off in the future makes us feel a little bit queasy, I think, as student success professionals. But the thing is, you got to start somewhere and you got to do it right. And sometimes that takes time. And so I think that's fantastic advice. And I think the other thing that I see a lot where people get stuck is wanting the data to be perfect, but the data isn't going to be perfect. That's like an ongoing process.

(38:41):

And I know here at CITAs Learning that's part of what you're getting by investing is a partner to help you get your data in order, helping it to be organized and coded and clean so that you can use it. That is part of the process of connecting with us. And so if you're listening and you're thinking, oh, I'd love to do this, but our data is a mess, don't let that stop you. I think sometimes that's something that where people get stuck, it does not have to stop you. And I think building that coalition is so important as well. So thank you for sharing those lessons. Well, thank you so much for joining me on Next Practices. I'm excited to call you guys up in September and see what your iPads numbers look like and to continue to see the work that you're doing. I'd love for you to come back in the future and share as this evolves.

Dr. Karyn Plumm ([39:32](#)):

Thank you. Sounds great. Thanks. Thanks everyone.