

Speaker 1 ([00:03](#)):

Hello everyone. I'm Jessica with our client service team, and I'm excited to be here with you today to talk about Ardeo's loan repayment assistance programs. I have a few housekeeping items to mention to get us started. Your phones will be muted for the duration of the webinar, but we definitely want to hear from you. Please use the question box feature to let us know if you have any questions throughout the presentation. We will answer them at the end of the webinar session. You will also have a chance to request additional information at the end of our discussion. You can find this presentation deck in the handout section of the platform panel. We'll be sharing this recording with everyone as well. Without further ado, I'd like to pass the mic over to my colleague Matt Osborne, to introduce himself and today's guest. Matt.

Speaker 2 ([00:43](#)):

Thank you Jessica. And, uh, welcome everyone. Um, I'm thrilled to be able to, uh, be joining you, uh, today for this webinar, uh, especially in these times. I know that, uh, zoom fatigue is, is, uh, a real thing. Um, we're all experiencing it. So I, I'm even more excited the fact that Scott, uh, Samuels has chosen to, uh, co-host with us today, and you get to hear his, uh, thoughts on, on the experience of using LRAP at, uh, Rochester University. As you can see my background, I've worked in higher ed for a number of years and, and now been with Ardeo for over seven years. Uh, but Scott, why don't you go ahead and introduce yourself, and then we'll, uh, move on to, uh, the meat of this, uh, of this, uh, presentation today, Scott.

Speaker 3 ([01:29](#)):

All right, Thanks, Matt. Um, honored to, to participate today and looking forward to, uh, to the content here. Um, as Matt said, my name's Scott Samuels. I'm Vice President for Admissions Marketing and Student Life at Rochester University. Uh, I've been with the university for most of the last, uh, 18 years. I did leave for a bit to, uh, to work in K through 12 Christian education, but, uh, really excited to be, to be a part of this and share our experience with Ardeo.

Speaker 2 ([02:01](#)):

Fantastic. So, uh, Scott and, and everybody else, please bear with me as I, uh, basically walk through some slides quickly about what an LRAP is. Um, as you can see, uh, we're a loan repayment assistance program. Uh, we work with, uh, colleges basically to, uh, put, put them in a position to, uh, address the concern that folks have by making a promise that if a student's income after graduation is modest, uh, then their LRAP will help, uh, repay their loans. You see, the loans that we cover, these are basically the loans that are certified in your financial aid offices. Um, we're doing so in a way to create a win-win-win. So the first win is for the student to be able to attend, uh, and not just a 10 year college, but also to be able to study what they're passionate about and then to actually work in that career field after they graduate.

Speaker 2 ([02:53](#)):

The other win is for the, the family. So I, I still remember when I was the very first client using LRAP, I still remember parents, uh, getting through that angst feeling about the whole issue of their kids going on to college, uh, when we were able to provide them a means for them to do that without the fear of loans. And then, uh, obviously the benefit for the college. So we're, we're mission driven places, but we're also tuition dependent. And so anytime we can help, uh, more students be able to enroll, we're providing a benefit to, uh, the college as well. So, let me see here, for some reason, okay, uh,

there are some things that a student's gotta do if they're gonna be able to, uh, benefit from an LRAP. First of all, they have to graduate and they have to graduate from your college.

Speaker 2 ([03:40](#)):

Secondly, they have to work. So this is not a sit at home, wait for the perfect job situation. You gotta work, uh, after you graduate to be able to receive a benefit. And then they, if they're making less than an upper income threshold, which can vary, but generally is around 43,000, then they're gonna be in a position to receive, uh, reimbursement and, uh, uh, on their loan payments that they're making, which is that next bullet they have to make their loan payments. That reimbursement, as you can see, is quarterly. So every three months, we're cutting a check paid directly to the parent or the student, whoever's making the loan payments and the amount of that payment. Uh, as Scott is nodding, cuz he gets this, I mean, he's been working with us, he knows, um, varies. So if you're making the graduates making less than 20,000, they're gonna get a hundred percent of their loan payments reimbursed, and then it's a pro rate of scale.

Speaker 2 ([04:32](#)):

As income goes up of the graduate, the repayment assistance, the percentage drops. Okay? It's a linear, uh, progression. And we're gonna continue to help a graduate until one of two things happens. Either they earn their way out of the program or until their loans are entirely repaid. So this is a real benefits, a real support for the students and their parents, uh, because we will cut checks to the parents if they're making the plus loan payments, and we'll never look at the parents' income. We're only looking at the graduate's income. So this is a real benefit, uh, that can help families be able to see their way clear to attend college. So, a little bit more about what an L rep is as we're an enrollment tool, uh, we're looking to, to make a difference in, in yield decisions, um, and, and even top of the funnel, as, as Scott will speak to.

Speaker 2 ([05:21](#)):

Um, we, we typically are overseeing best in a partnership between admissions and financial aid. You can use us in many different ways to accomplish your goals, but you see three classifications of students, uh, that, that we work with. Uh, both those that are in the prospective student funnel as well as current students have an opportunity to use LRAP if you're trying to address some retention issues. Um, and then one amazing thing is that you only pay for an LRAP after a student enrolls and borrows in my 22 years as a vice president for enrollment, this is the only tool I ever had like that. Everything else, else I've paid for up front, got trained, worked really hard, prayed that it worked, <laugh> because I'd already paid for it. So this is wonderful. Uh, in terms of that aspect as well. Uh, we do come to the campus and do the training, uh, and then we are the ones that are providing all the assistance directly to the graduates.

Speaker 2 ([06:14](#)):

Um, it's not an additional burden of work on, on the part of the, the college, uh, after the student has graduated. So, just some quick research. Um, basically on the left, Credo, higher ed's done some research at a number of our institutions. You see, 15 over the years, we consistently see this, that students that received an LRAP, who, who enrolled that their parents report somewhere around 25% we will report it, is the only reason my son or daughter was able to enroll. Okay? And then even among those students that did not receive an LRAP offer and who did not enroll, when those parents had an LRAP shared with them, and frankly, this is probably one of the reasons that Scott decided to go board,

Why this out on the 30% of those families that said, if I had been offered in all that, it might have made a difference.

Speaker 2 ([07:07](#)):

So, you know, the takeaway from this research is really where a tipping point. We're not gonna take somebody off the streets of Rochester Hills and have them show up at Rochester University. We're able to help students that are a good fit that wanna come to Rochester, be able to do so. And then, uh, you see, uh, the other research there on the side, you know, our own research, uh, among 14,600 students now, uh, basically reports a very similar percentage among students saying it, It's making the difference for them. So I wanna transition now to the actual content. The, the stuff you signed up for today as opposed to hearing more from me is really to hear more about Rochester. So, Scott, if you could just sort of give us a content who you, you know, you've, you've shared who you are, but Rochester University. Tell us about, about your school.

Speaker 3 ([08:01](#)):

Sure, I'd be happy to. Um, Rochester University, formally Rochester College, um, is a small faith-based liberal arts school in Rochester Hills, Michigan. Um, we affected our name change, um, during a two year process that culminated about a year ago. So, um, some of, some of the work that we've done with Ardeo, uh, basically, um, was in concert with some of the efforts that we were doing in our name change. But, um, you know, we're, we're about a six, we're 60 years old. Um, and, uh, like most schools like us, heavily tuition dependent, um, and dependent every year on how many students we can get to, uh, to enroll and attend, and then of course retain them, Um, which is a part of working with Ardeo too that I think is effective.

Speaker 2 ([08:54](#)):

Thanks for that context, Scott. So let's talk a little bit about, I mean, we're all enrollment people, so numbers, <laugh>, you know, families are numbers, numbers are families. So let's talk a little bit about the numbers. Okay. So what we get is your base year before you actually started working with us, and then your first year working with us, which was obviously not marking everybody. So just give us some background on the base year and then what led you to decide to, to, to start working with us.

Speaker 3 ([09:21](#)):

Sure. Um, well, I mentioned earlier that I had left the university for three years to go into private k12. Um, I actually returned for the 18-19 recruiting cycle. And, um, you know, for those of us who have been in admissions or enrollment for a long time, um, have probably experienced, uh, a year like we had in 18-19. Um, we turned over, uh, about 90% of our staff. We went through a major restructuring of how we recruit. Um, we combined our traditional recruiting efforts with our graduate and, uh, and adult learning, uh, uh, teams. And so 18-19 was a year of transition, and our numbers were, were really weak that year. Um, and so as I was considering, uh, what I thought we ought to do moving forward to, to rebound from, from a difficult year, uh, LRAP became, became part of that solution. Um, Matt and I have known each other for a while, and, uh, so I was familiar with the product, and so we ended up connecting again and exchanging some ideas and decided to basically pilot, uh, the loan repayment assistance program for students coming in on the 18 or the 19-20, um, year.

Speaker 2 ([10:43](#)):

And, and t talk a little bit about, uh, how you selected those students. I mean, piloting is, is sort of an umbrella word specifically. How did, how did you choose to make offers?

Speaker 3 ([10:55](#)):

Yeah. Um, well, our CFO was skeptical, uh, of this. And so, um, I got, uh, we got him to agree to, to do at least 10 contracts. Um, and so we really used it at the discretion of the recruiter, um, when it came time to discuss financial aid packages, and in particular for those students who were saying they couldn't attend for, uh, the scholarship package that we had given them, we offered LRAP, um, as an incentive for them to enroll. And as you see there on the slide, uh, we were successful 13 times. Um, and so, uh, the cfo, you know, is one of those things where you ask forgiveness, not permission. Uh, so we, we ended up with 13 students who came to Rochester, um, that wouldn't have otherwise attended if we hadn't offered, uh, this, this product.

Speaker 2 ([11:50](#)):

So, so before I click on the, on the reveal, Okay. Um, talk a little bit about what from that year's experience led you to decide to market an LRAP broadly.

Speaker 3 ([12:02](#)):

Yeah. Um, you know, at the heart of this decision, it, it was missional for us. Um, we believe deeply in trying to make a quality faith-based, uh, education available to as many as we possibly can. Um, we've intentionally kept our tuition low over the years. And so we were looking for a strategy that would complement, uh, that, that missional approach for us. And, um, as we all know, very, very well, uh, probably the greatest anxiety is people consider where they're gonna do their higher ed, uh, work is, uh, the amount that it costs, and then secondarily, how much do they have to borrow to accomplish it. So we were looking at something that would, that would alleviate at least one of those major anxieties mm-hmm. <affirmative>. Um, and, and so we landed on the I a product and, and again, uh, the message was really well received for to those that we offered it to.

Speaker 2 ([12:59](#)):

Fantastic. So, and I'm gonna push the button. Here's, here's all right, <laugh>. So obviously a, a nice year. I mean, we've got this starburst over this side record enrollment year. I, we saw the news newspaper article that resulted, uh, from the press release she sent out about that. It was all wonderful, but let's, let's dig inside it a little bit. So, you know, in one sense you marketed broadly to all freshmen. I see that you got some transfers here. Talk a little bit about, you know, the marketing aspect that you went through to, to introduce now, not just an LRAP, but you, you white labeled it, you private labeled it. Talk about those types of issues.

Speaker 3 ([13:40](#)):

Okay. Um, one of the other decisions that we made, uh, going into the 19-20 cycle was to, um, invest in a new crm. And so we became a Salesforce, uh, client, um, along with their part marketing, uh, stuff that they offer. And so, uh, we really did unprecedented for us, um, some, some more, uh, sophisticated, if you will, marketing, um, lot of social media integration, lot of email drip stuff, um, you know, a lot of the things that a lot of us are doing. Um, but it was new to us. And so, uh, we really leveraged the, the are you pledge as we, as we branded it in all of those communications that we had. Um, and so, uh, those two things together, um, I think kind of gave us a pop, if you will. Um, a lot of our success in, in recruiting for this academic year was our decision to expand athletics.

Speaker 3 ([14:46](#)):

Um, we added a couple of new teams, but we also expanded rosters. We added some, some full-time coaches. And the thing that I think was key for us in this success was, uh, when a coach is going up against another NAI school with a similar scholarship offer, the coaches time and time again told us that, uh, for those students who were borrowing, alleviating, that concern was a huge part, usually a difference maker in whether or not we signed that athlete as opposed to other schools that were recruiting them. Um, in terms of our non-athlete population, we had, we did have a, a pretty good bump in in our recruiting for that. It was a little over 10%, um, over the previous year, but our athletic numbers were a much bigger <laugh>.

Speaker 2 ([15:37](#)):

So, So the takeaway I hear from what you're saying, Scott, is obviously the, the benefit of being able to see LRAP be supportive of your other initiatives, it's not, not counter to them, it's easy to integrate alongside of these other, uh, things that you're doing. Now you once again, though, you market to everybody, but I see you got seven transfers there, so talk a little bit about how that occurred.

Speaker 3 ([16:02](#)):

Sure. Um, well, this was another conversation with our president and CFO and, um, we've been struggling with transfer students over the last couple years. And so I asked them if we could select a group of prospective transfer students and see if the LRAP product was a difference maker for them. And so, again, relying on our, our excellent recruiting staff, we had them identify a pool of 20, um, and we ended up making the offer to I think 12, um, transfer students. And you can see seven of them. It was the difference maker. And so again, it typically resulted from, you know, Hey, I'm really gonna struggle to attend. Um, I don't, I can't afford it. Is there anything more you can do? And so in, instead of increasing their discount percentage, we offered them the LRAP product. And you know, I think seven out of 12 is pretty good hit rate.

Speaker 2 ([16:58](#)):

Yeah.

Speaker 3 ([16:59](#)):

<laugh>,

Speaker 2 ([16:59](#)):

<laugh>, I think most of us would take, most of us would take that. Now, I, I also wanna return back, you mentioned your excellent team, your staff mm-hmm. <affirmative>, and, uh, I wanna say, and this is being recorded so you can share it with Mary later in the team, that they really great job of embracing the opportunities that LRAP, that the R U Pledge provided to have ongoing conversations, to take our phone notes from our conversations, and which aren't typically actually about the product. Um, the product, they're about, you know, I, I need to hear from this coach. I, I, I'm wondering about how to register. I, I, I got these questions and it's just another input, um, that, that we provide. And yet Mary and the team really received that and ran with it. It, I mean, my sense when I was on campus and our email changes, our, our monthly check-in calls was that she was on it.

Speaker 2 ([17:56](#)):

Oh, yeah. And if she was on it, then the team was on it. So I don't wanna miss the opportunity to, to praise them for, for, you know, really utilizing the tool, the back end side of the tool, not just the, Hey, we've got this promise, but really the meat of what that means in terms of the recruiting that that goes. So anyway, these, these are your results and you know, you've, you've, you've already signed an agreement to use it again this next year, and so we're, we're always seeing we're, how, how are, how are things currently tracking for next fall?

Speaker 3 ([18:30](#)):

Well, knock on wood, we're, we're, we're off to a great start. Um, you know, everybody, uh, that's participated today knows how tough it is right now. Um, the pledge resonates right now, uh, perhaps more than it ever would. Um, there's a lot of uncertainty out out there. A lot of, uh, folks who are worried about their, their income, uh, whether or not their job's gonna be there. Um, students who are, are considering abandoning what their passion was in terms of what they wanted to study, because they're afraid of the prospects of getting a good paying job at the end. Um, which probably lends itself to commenting on another kind of missional thing for us that's so important is we really believe in students discovering their own vocation. And, uh, we didn't want their concern over student loan debt to, to sidetrack them from what they're really passionate about and what they wanna study. Um, some of our largest programs here are in social work, um, teaching, um, in some other, some other theater, um, some other areas where the compensation might not be great, Right, Right. After graduation. And so it allowed us to put our money where our mouth was, quite frankly, right. And say, Listen, if you're passionate about this, this is what we want you to do, and we're gonna help you.

Speaker 2 ([19:56](#)):

Fantastic. So Scott, we've, we've talked numbers now, we, and I, and I dip my toe in the water in a little bit in terms of other aspects of the program, but these are sort of your, your thoughts, your responses to the other aspects of, of working with Ardeo, if you wanna walk through these in some way, that would, that would be excellent.

Speaker 3 ([20:15](#)):

Sure. Well, I think, I think we've already covered the first two in terms of, uh, we really see this as living into our mission. And then, as I just stated, you know, allowing students who are pursuing teaching or social work or Christian ministry or performing arts, which is a big major for us, um, it gives them a sense of security as they pursue their passion and, and look at how that's gonna develop into their vocation once they graduate. Um, we really believe this differentiates us from our other partners. Um, we, we very often like to say that we're one of only two schools in the state of Michigan who offers this to all incoming freshmen. And that's a nice soundbite to be able to use. Um, you know, in terms of, in terms of thinking through the psychology of students and families making these decisions, um, it, it's, it's just been a difference maker for us in so in so many ways.

Speaker 3 ([21:14](#)):

Um, I think parents appreciate what they believe to be a true partnership with, with the university, their child and their family. Um, and so, uh, and then the last thing I would mention is something you already mentioned, Matt, but one of the great surprises to me in working with Ardeo was how, uh, our, our advertising efforts really complement each other. Um, you know, Ardeo is identifying students to call, uh, about this, uh, on behalf of the university. We get a lot of feedback from that information that we may or may not have gotten from recruiter contact. Um, there's, there's some efforts for, uh,

opportunities to come together with peers, uh, over the year where you can talk to other enrollment managers from schools like yours. And that's been especially beneficial to me, is having, building that network of folks across the country, uh, that I've met because of, uh, our shared interest in offering I a. Um, so I, maybe I missed something. You can remind me there, but, uh,

Speaker 2 ([22:19](#)):

No. So I, I think, you know, one of the things, uh, so when we first started with you last year, it was late, late November. Yeah. Okay. And usually we're, we're well ahead. You're well ahead in your funnel. I mean, we've got 133 signed, uh, LRAPs today compared, no, excuse me, 118, uh, this, this year, today compared to 33 last year. So we're, we're ahead in in that regard as well. But, uh, you know, some of the people listening right now are thinking, Well, if we were just start down this road today, it's gonna take us a while to get some decisions made. And, and I, I don't know if marketing broadly is the way we wanna start. Talk a little bit about, um, the yield aspect that you're experiencing. So we've talked a little bit about the marketing up upfront aspect. What's the types of conversations that you hear from families or from your team is hearing from families in terms of like, Okay, rubber needs to meet the road, we gotta make this deposit decision.

Speaker 3 ([23:17](#)):

Right.

Speaker 2 ([23:18](#)):

What have those been like?

Speaker 3 ([23:20](#)):

Yeah. Um, you know, I, when we started together last November, I, this was one of my main concerns where, where we already too far into the recruitment process where this might not make a difference for us in the first year. Well, um, I was proven wrong, which unfortunately happens often to me, but

Speaker 2 ([23:40](#)):

<laugh>,

Speaker 3 ([23:41](#)):

Um, it was, it was like a great time to start having this conversation because it separated us from all the noise of all the things that were happening, uh, with regard to that student and directly connected financially. Mm-hmm. <affirmative>. So we really used it as an opportunity to, um, to really invest some, some funds, um, but certainly some time, um, in that financial aid conversation timeframe from say, November until, you know, March or so. Um, and this was the differentiator for us. Um, our, our inquirer inquiries on our website went way up. Um, we really focused on social media on talking about the pledge, which drove a lot of the click through rate and all those things that we all look at when we're measuring our success. And so, um, you know, the, the timing for us was, was really good. Um, it, it, it kind of cleared the clutter for some of our families. Um, and we had some families who said, you know, uh, I mean, you know, that's not the difference maker for me. I realize my child's deciding to do this, that, you know, and that's fine. Um, we're not gonna get everyone, but we definitely had a yield rate that was above what we expected. Um, we, we exceeded our deposit goal, um, uh, which was actually at the end of April last year because of the pandemic. But we, we exceeded our, our goal for deposits by 22%.

Speaker 2 ([25:12](#)):

Mm-hmm. <affirmative>. Awesome. Well, thanks for sharing that. I, I think, uh, what we'd like to do now is transition to the opportunity for the, those that have been listening in to submit some questions. If you haven't done that yet, you can do, so you see where you can submit the question inside of the, uh, toolbar, uh, for, for, uh, uh, the webinar. And Jessica has been collecting those and as you can see, she's just magically with re rejoined us on the screen. So, Jessica, what, what questions might people have for, uh, Scott and I?

Speaker 1 ([25:45](#)):

Thank you, Matt. Uh, so first question, Matt, I think this one might be for you. How long does it typically take to get an LRAP up and working on a campus?

Speaker 2 ([25:54](#)):

So, so I'd always say there's two parts to that question. The first part is what we can control, and the other part is what you can control at your institution. So it's easier for me to start from the point that we receive a signed agreement, we can get up and running as short as seven days, seven business days. Okay. So you think about setting up the back end award process, getting a training scheduled in this day and age? Actually, that's typically quicker because it's gonna oftentimes be done remotely. Um, but yeah, seven days and we can be up and running.

Speaker 1 ([26:31](#)):

Great. Well, another question, Scott, this one might be for you. Um, so you mentioned that your coaches use this in a lot of their conversations. How did you go about getting buy-in on your campus from groups like your, your athletics department, your coaches, um, as a way to get them on board to talking about LRAP to their recruits and prospects?

Speaker 3 ([26:50](#)):

Yeah, that's a great question. Um, we, we had an advantage there in that the senior vice president, to whom athletics reports to used to run admissions. And so, uh, it wasn't a hard sell <laugh>. In fact, he had looked at this product, Matt had met with him, um, it it before my coming back. Um, and so it, it wasn't a hard sell at all. And then the other thing that really helped is we had a couple of our key coaches who are just really, really good recruiters, um, just bought in right away. Um, one guy actually that is an assist or a part-time coach for us and and sells, uh, insurance on the, is his real job, if you will. Um, I mean, he understood the concept right away and said, This is gonna be, this is gonna be great. And so, um, you know, it happened really quickly for us. And, um, you know, and going back to the timing question, I think we were up and running within 10 days or so, uh, Matt. And, um, one of the advantages of overseeing marketing as well as admissions is we got to, we got to pivot immediately. <laugh>, I didn't have to ask anybody.

Speaker 2 ([27:58](#)):

That's right.

Speaker 1 ([28:03](#)):

Great. And we have one last question, Matt. Can you talk a little bit about, as we start having conversations, uh, with folks about the program, about how to bring it to their campus, Can you talk a

little bit about, um, uh, the pricing and then, um, what the commitment is for the institution, um, once a student graduates?

Speaker 2 ([28:23](#)):

Yeah, so, um, I'll take the second part first. So not only does the institution not have any responsibilities for handling the repayment assistance for a student once they graduate, um, there's also sometimes been a misunderstanding that maybe there's still some kind of payments that the college has to make after the student graduates. And our business model is actually set up so that there's a per student fee for a student that you offer an LRAP to who signs it and rolls and borrows. So if they're not enrolled or they're not borrowing, you're not paying us. And obviously after they graduate, they're not enrolled <laugh>. So, so there's, there's no payments, uh, uh, after that, uh, as well as no work on, on behalf of the college for students that's graduated. Now, the actual fee can vary pretty dramatically. Um, it varies on a couple of key criteria.

Speaker 2 ([29:13](#)):

Uh, each individual school has their own pricing that we look at, uh, retention rates, graduation rates, the nature of the program of studying the likely careers that somebody goes is going into, uh, and we establish the fee for the institution. And then there's changes in that fee, that base fee that's offered to a school based on things like offering it to the entire class. Um, obviously it diversifies our risk for repayment, the larger the number of the students. And there's also an opportunity to see a, a, a change in the fee lowering of the fee by making a multi-year commitment. So, you know, when people ask me, So what will our fee be? I'm always like, Well, you know, on average you're probably looking at a base fee around \$1,500. Um, as, as Scott mentioned, you know, with the transfer students, it was like, are we going to use \$1,500 for, or whatever Scott's fee is for an LRAP, or are we gonna give more institutional aid? And, uh, so these are, we're a tool, we're a tool to help colleges meet their enrollment goals. Uh, we're the gets put in the budget. Sometimes it's on the financial aid side, sometimes it's in marketing. Um, but the, the point remains is that the pricing is something, in fact, it's sort of a follow up question that we get from people. Can you price me? And I think it's the next slide where we give an opportunity for them to raise their hand for that. But, um, that's, that's how we'd handle it.

Speaker 2 ([30:42](#)):

I think you're muted, Jessica.

Speaker 1 ([30:45](#)):

I am. Thank you, <laugh>. So at this point, we're out of time. Um, I think we have a couple of other questions. Um, so I'll be forwarding those on to make sure, um, for the person who did ask those, I'll be forwarding those on to you, Matt, just to make sure that we get everything answered. Um, at this time, if you would like more information, uh, on an LRAP or to be directly contacted by, um, a member of our team, please go ahead and use the hand raising tool and the upper right hand corner of your control panel and we will take down that information and connect with you. You can also take down Matt's direct information as well and reach out to him and he can share any questions that you might have with Scott, uh, or for other members of our team. So thank you so much, and Matt will pass it back to you.

Speaker 2 ([31:30](#)):

Thanks, Jessica. I, so as we wrap up, I just wanna say thanks again to Scott for his willingness to, uh, to join us today. I'm actually in a hotel room in Wichita, so, uh, the lovely, uh, artwork in the backs, not my own <laugh>. But anyway, we're, we're thrilled even in this time of Covid, uh, to be able to connect with you today. And we know that these are tough times, really, really tough times. And so Ardeo you know, our goal is to, to come alongside you, partner with you just as we're partnering with Rochester University to help you achieve your goals. And we realize those are both numeric and they're also missional. And you heard, heard the missional aspect from Scott today. Uh, we, we would love to have the opportunity to have a conversation. We hope that if you have any interest, you'll, you'll reach out to us. The great thing about, uh, this time of year is it is a yield time and yield was moved earlier because of prior, prior year, and we can run with that. So thank you again. We look forward to hearing from you and, and have a great day. Thank you so much.