

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

Speaker 1 ([00:04](#)):

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. So all attendee phones will be muted by default for the duration of the webinar, but we definitely want to hear from you. So please use the question feature to let us know. Do you have any questions throughout the webinar? We will answer any questions you have at the end of the session. You can also find this presentation deck and the handout section in your platform panel on your right hand side of your screen. We'll be sharing this recording with everyone as well. So without further ado, I'd like to pass the mic over to my colleague, Sean Michael Green to introduce himself. Sean Michael.

Speaker 2 ([00:50](#)):

Thank you Jessica. And welcome everybody. Good morning on the West Coast and good afternoon on the East. Uh, my name is Sean Michael Green, and I'm very excited to tell you about Ardeo and tell you about LRAP. I'd like to start over by telling you about me. Um, you can see a little bit of information about me here. The important piece certainly is not the picture you're seeing. The important piece for the purposes of this conversation is going to be that middle bullet that up until relatively recently, just last year, I served as the Vice President for Enrollment Management at Albertus Magnus College, uh, which is a small private Catholic school in the state of Connecticut. I don't know if we have everybody on the call who are enrollment managers, but for the purposes of today, we're going to pretend that you are, you're either here because you work in enrollment, you want to work in enrollment or you love enrollment.

Speaker 2 ([01:46](#)):

So as we talk today about this tool, the LRAP tool, it is an enrollment tool. So we're going to really focus on that. And I want to start by telling you a little bit about the school that I most recently served and how I ended up working with Ardeo. So the school was a client of Ardeos, and I'm not the one that signed that contract. When I joined Albertus Magnus, I was excited to find out that they had just contracted with Ardeo so it was something brand new to me. I was going to have the opportunity to explore a brand new, um, strategy for increasing enrollment at my school. And again, a little bit of information here, that undergraduate enrollment of 1218, that includes 800 non-traditional and online students. So for the traditional undergraduate, which was really the primary focus of the school, that was, um, a very, very small population that we wanted to grow.

Speaker 2 ([02:47](#)):

You could also see a high number of first generation college students and almost 60% Pell eligible. And their eligibility was very high as well. Uh, the percent that they were eligible to receive. So Albertus Magnus was the, had the highest percentage of Pell eligible population in the state of Connecticut among private schools. So again, just to set the stage about the environment that I had walked into as the new vice president for enrollment management and finding this, this LRAP waiting for me to deploy. So like many of you, I'm sure, I went in, um, a little bit cynical. I went in not ready to put all of my eggs in the LRAP basket. So I just tested it out at first. And I had arrived in late spring and I used the tool in my first summer just to stop melt. So a student would come to me and say, I don't think I can go here anymore.

Speaker 2 ([03:48](#)):

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

I need my deposit back. And I would say, I'm happy to refund your deposit, but what if I offered you this loan repayment assistance program? And out of a very, very small class coming in that year, about a hundred students, six of them ended up choosing to stay with us because of this. So in the second year, I went a little bit bigger and I worked into our financial aid appeals. People would come in and say, I need more money to go here. And rather than just giving them more institutional aid, I would say, What if instead I offered you an LRAP? And again, a very small class, comparatively speaking, um, 20 people ended up staying. So in my third year as vice president, I offered it to a much wider portion of the class. We had different programs and resources for the eligible students.

Speaker 2 ([04:42](#)):

We also had resources for the students that were coming from more affluent backgrounds. But the middle tier of the class, both academically and financially, we didn't have a lot of hooks. So what I did is I offered LRAP to the middle section of the, we ended up getting 52 students and it turned out to be the largest class in the school's history. I told you when I first joined, we were bringing about a hundred students every fall, a hundred traditional students. It was 281 in that last year, and 52 of them were through the LRAP program. So it certainly wasn't the only tool we were using. It wasn't the only strategy we were deploying, but it worked for us what was more impactful, if you will, than the money, than the numbers. And as an enrollment manager, those are things that, that's my language, that's my love language is enrolled students.

Speaker 2 ([05:38](#)):

So that's very meaningful. But the feedback that we received from the students who came into the program, we weren't just helping every student, we're helping students for whom we were their top choice. They wanted to go to Albertus Magnus, but they didn't know how they'd be able to do it. It with the LRAP program, which we, we branded, we were off to a large group. So we named the Falcon Advantage after the Albertus Magnus Falcons. With that program, we were able to help students to achieve their dreams of going to the school that they most wanted to go to.

Speaker 2 ([06:17](#)):

So putting this back in the context of who I am, seeing this tool, seeing how I was able to use it, and being at the only school at the time in this state of Connecticut that was using it, I didn't understand. And I often talked to my friends at Ardeo when I was still a client, and I would say, I don't understand why other schools aren't doing this. As I go through my presentation today, I hope to show you about the affordability of it, the flexibility of it, any impact that it has. My question when I talk to enrollment managers is, show me the downside. Show me why every institution doesn't have it. Some may use it in big ways, some may use it in small ways. But I sincerely, as I say here today, I joined the company to try and spread the word and try and figure out the answer to this.

Speaker 2 ([07:10](#)):

Why doesn't every institution have this in their toolbox, ready to pull out when they need it? But let's talk about what the tool is and what it is not. Um, in today's discussion, we're going to start by talking about debt and fear of debt and how this particular tool helps to combat that in, you know, among students and their families. And then I'm going to talk about the ways that schools use it and then I'm going to get into the specific case studies and show you some real examples, um, of schools using it right now and how they use it right now. And we'll end with plenty of time for questions. Hopefully the half hour presentation, we're going to go fast, but hopefully it's going to be an exciting half hour for all of us.

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

So let's start with that fear of student debt. Um, this is something that's very real and you can see they're on the far left at 42%.

Speaker 2 ([08:04](#)):

The Princeton review, they surveyed students and parents, and it wasn't that 42% of them said that the level that was an important consideration, 42% of the parents and student survey said that that was their biggest concern. If you go all the way to the right, Credo has done, um, has done research on the impact of LRAPs and they've also looked at the impact of institutional aid. And what they found is when somebody says, I need more aid to go to your school, the number that they're talking about the number that is impactful is around \$4,000 a year. So anything that is going to have the same impact that's going to win you those students and cost less than \$4,000 a year is a net win for the school. And at the very end, we'll talk about pricing and you'll see that, um, the cost of this not to tip my hand to the end, but this is not a \$4,000 tool. It's that middle stat. Again, all of us as enrollment managers, if you are an admission director, you may remember taking this survey. This is from 2019 and 81% of our colleagues said that they're losing students. People are applying, but they're not enrolling because of fear of debt.

Speaker 2 ([09:35](#)):

That's what this tool does. This tool combats the fear of debt, which is going to be more and more important as we move forward. We all have seen this before. Um, we all know Nathan, we all know what happens in 2016. Um, we hear about these demographics, so I don't want to pause here too long cause this is all old news guys, but remember when we thought that 2026 was going to be the crazy year, Now we have murder, hornets and covid and everything else. Um, 2020 has proven to be a crazy year too. Not necessarily a bad year. Um, for a lot of my friends working in enrollment management, this hasn't been too bad of a year. Some have had down years, some have had up years. But across the board, um, what it has been is an unpredictable year. When you add that unpredictability and you add that to the demographic shift, what you end up with is a need to differentiate sometime. And I bet if I asked your presidents, they would say, Sometime in 2020, you're going to have to figure out what makes your school different than every other school. And I'm, I will spot you good faculty, and let's just assume you have small class sizes. But what makes your school different? As students are shopping around, what can you offer? Is there a promise that you can make to your students that will make them choose your school over a competitor's school?

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

This is the promise that we help schools to make. And it's really, really simple. You're telling your students, any student that you put in the program, and as we go, you'll hear more about this, but you choose which students and how many students you're offering this to. You can offer it to one student a year. You could offer it to a thousand students a year. You're in control of who goes into the program. But every person you put in the program, what you're saying to them is, if after graduating from your school, if they don't earn a certain amount of money, then you're going to help repay their student loans for them. And it's any loan that is certified through your financial aid office, which includes parent plus loans. It is that simple. Come to our school, we have such confidence in the quality of our education and the outcomes we're producing that if you decide to take a job making less than a certain amount, we're going to help repay your student loans for you.

Speaker 2 ([12:15](#)):

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

As you think about ways to differentiate yourself, ways to differentiate your school, how does that compare? You could be the school that has the new building. You could be the school that has the new sports team. You could be the school that is guaranteeing outcomes. And frankly, it'd be great if you could be all three, but this is the promise we help you to make. It's a promise that has been made for over 12 years by Ardeo. And it's a promise that has been looked at and investigated by outside organizations, from Staymates to Credo to the University of Michigan. They've looked to see, does this really work? And again, as, as a former client, I used to think about this because this is very impactful and the way that I think, you know, statistics and numbers, this is very, very helpful. But if you take all that away and you say, Is a student more likely or less likely to attend your institution if you're guaranteeing the outcome? Well, I think with that promise, we don't need a lot of statistics. We don't need a lot of research to show that yes, a student, all other things being equal, they're going to go where they're getting the most, where they get this promise. But researchers have looked at it and they have verified that, yeah, students do want this.

Speaker 2 ([13:41](#)):

Now what you see here, and again, I'm not going to pause very long on this, what you see here is a roadmap to how these awards work. And what you see is you see sort of the obligation going back and forth where on step one, the college is doing something and on step six, our day is doing something. I like to show this to you up front because I want you to understand two things. Number one, it's not a plug and play solution. This is not something that you, you say, yes, we're going to do it, and then forget all about it. There has to be some level of partnership. We're not going to be your biggest vendor. We're not going to be somebody you're spending hours and hours a week thinking about, but we do need to check in, um, because this process to be most effective, takes both parties working on it.

Speaker 2 ([14:36](#)):

So that's one reason why I like to show it. The other reason why I like to show this up front is because of that step one you choose, I alluded to it earlier, but as an enrollment manager myself, knowing that I was in control of my budget, knowing that it wasn't, it wasn't something I had to offer to everybody, it wasn't something where my vendor can dictate me. You have to do this. What this is, is it something that you are in control of the distribution? You get to decide who you put into the program. So understand with this roadmap, if you, if you'd like more information when we're done, this is the place, if ever I come to visit you, if we set up a personal video call, we'll spend some time and go through this. And I could tell you the science behind each of these steps, why each one is important, set up this way.

Speaker 2 ([15:30](#)):

And what we've seen working with other clients and speaking of other clients, how they use the tool. There are multiple strategies and sort of the evolution of most of our clients, not all, but most. They start out by piloting it, they test it. And that's the information on the right hand side there. And there are two big ways of doing it. One is identifying a specific group that you want to offer it to. And that's what I did at Albertus Magnus, right? It was the middle of the class that I offered it to. So that was a very large pilot that I was doing. But prior to that third year, I was offering it selectively. I identified the students and I offered it specifically to them. And I had, I had a, a brand new client, uh, this last year who asked me how do we know who to give it to selectively?

Speaker 2 ([16:26](#)):

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

And my advice them was, they will tell you when you get a family who comes in and says, I would love to go here, but I'm afraid to borrow, I don't want to take out loans, that's when you open that drawer, you pull out LRAP and you bring that family in. Had I stayed at Alberta's a little bit longer, I would've probably gone to a market to all strategy. The advantage to offering it to every student who comes in, when you're offering specific groups or you're offering it collectively, it really isn't a draw somewhere. It is, it is your best kept secret, but it is a secret. It is, it's an exclusive program if you market it to all, it becomes a part of your brand promise. And going back to that whole point about differentiating yourself, what if you were the school? And for everyone listening in, I don't know what area you're in, so I'm going to have to trust your own imagination.

Speaker 2 ([17:23](#)):

Right now, the picture your competitor said, if you were the one in that set that makes this promise, you're making a promise outcomes that the other schools aren't. How does that change all your marketing? What billboard do you put up? Well, how does that change your, your brochures that you're sending out? It can be very, very powerful and impactful across the board by marketing it to everybody. So I'm going to go through three case studies. I want to talk about three different schools and how they ended up using this. And I'm going to start with Bellermine Um, they're in Louisville, Kentucky and they came in looking for a way of reengaging client or not clients, uh, students who've gone quiet on them. So think about this. How many students do you admit, say in the month of January? And then never hear from them again. Your counselors are calling them, they're emailing them, they're texting them, you're sending out brochures to them.

Speaker 2 ([18:24](#)):

You're doing everything you can. You send a piece to the parents, you never hear from them again. Maybe it's because they chose another school, but you don't know, you don't know why they're being quiet. Well, in this case, Bellermine had enough of that. So what they did is they reached out to their admitted students and said, You know, we are now going to offer you this exclusive program. Their goal was that they could bring in 50 students out of that very silent group. They would've been happy. They ended up bringing in 68 students. You can see the financial impact there. Um, it's that middle center, that 27.5%. The students are surveyed. We, we constantly are, are trying to gather data and the students are surveyed to find out what impact it had. More than a quarter of them said they would not have enrolled. So you take those silent students and you would've lost 27.5% if it was not for the offer of the LRAP.

Speaker 2 ([19:31](#)):

So it's very, very successful. Then in fact, it was so successful that this year, in 2020 they changed their strategy. We've already talked about the year of the murder hornets. So it's been a very strange year. Rather than letting things go to chance, what Bellermine did is they decided to rely on their predictive model and really target the students who should have a high affinity for the school and very assertively reaching out to them and offering an LRAP to them. And again, they had goals in place. Um, I think it's, it's fair to say that the results from offering LRAP exceeded their expectations. In the very first week, they had 84 signatures, 84 prospective students who up to that point had been silent, said they wanted to know more about the LRAP and they signed their awards as of this week, 323. Now not every student is going to end up enrolling.

Speaker 2 ([20:31](#)):

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

Some of them will still choose other schools, some of them financially would not be able to attend the institution. But based on our 12 year history looking our algorithms, that's over 130 new students that Bellermine can expect to see this year. The next case I wanted to tell you about is one of my clients, Barry University. Albertus Magnus was a Dominican school. And so is Barry and I knew the folks that are prior to, to joining Ardeo and they were one of the first schools I reached out to, to talk to. They had, they had heard of the product before. They were very interested in it. So we got started pretty quickly, but we got started in the summertime. So they ended up coming on board in mid to late July. Their classes started in the middle of a, I'm sorry, in the middle of August.

Speaker 2 ([21:22](#)):

So it's a very short window. We've all been there and we know what that time period looks like, trying to take students who again, are silent but it's late if they're choosing another school. They've already chosen that school. And my friends at Barry didn't make it exceptionally easy because not only did they give me their silent accepted students, they gave me other lists at my encouragement. Uh, but they gave us other lists. They gave us their list of ICER reports. People who sent financial aid information would never even applied. They gave me, just names, just prospect lists that they bought previously and never had any contact with those students, or at least no return contact from those students in one month. And our goal, by the way, I should tell you that, that going in, we all had our expectations managed and they said that they got five students in a month.

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

They would be thrilled. I remember walking away and being concerned about getting five students. They got 22 students in a month. And those 22 students represent students, not just those admitted students who had gone silent. These were prospects who hadn't even applied yet. They went to whole way through their funnel in a month and ended up enroll. And again, almost a quarter of them indicated they would not have come if it was not for the LRAP tool. So this year, again, in the age of Covid, they did something a little bit bigger. They decided that they would offer it to everybody in their transfer population. They, they identified a need to bring in more transfer students. So they're offering every transfer student. And again, it's um, their expectations. I it, you know what? I don't want to speak for them. Let me tell you what my expectations were.

Speaker 2 ([23:22](#)):

It was not to have 600 people sign their awards. And it's not to expect more than 300 students coming to them this fall. Um, the tool has worked very, very well for them. Every school's different. Um, but I could tell you between Albertus Magnus and Berry University, if you are listening in from a Dominican school, I think I could say with a lot of assurance it will work for you. Let's talk about a non Dominican school. And I only have one slide on this. Because Marion is one of my favorite examples of a way to use this tool. They have done this, um, for the last few years for a mission based program. Their goal had been to bring in 50 new students every year for a specific scholarship related to their mission. The San Damian Scholarship program. They wanted to bring in 50 students.

Speaker 2 ([24:17](#)):

That program had been in existence for years and they were never able to achieve that goal. They could never get 50 students that are looking for a very unique kind of student. They start offering LRAP just to, to sweeten the deal, to bring students in. You can see the results there. So going after a targeted population, and as far as I know, they don't intend to ever offering to everybody. They like their targeted

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

use. And again, because there are no minimums with us and there are no, there's no pressure to use it in a way other than the way that you're most comfortable, they were able to use it and build up that program. And now it's a very, very successful program, consistently meeting its goals. Earlier I refer to the pricing and I do want to touch on that. I'm not being cool when I tell you that.

Speaker 2 ([25:07](#)):

I can't tell you what your price is right now. We actually use an actuarial model to price schools. And I've never seen two schools price the same way. It takes into account many different data points. So to get pricing, we do have to talk to you. We have to know what school, um, you're coming from. Our researchers look at it, they come back with your price. But we're offering you an average year. Most schools pay between 900 and \$1,300. But notice this is per borrowing students. The example of Barry, I said, they sent me those lists. We work really, really hard to get them. Every student. They set us 8,000 names last year and we worked real really hard to get every one of them. They ended up getting 22 students. They didn't pay us for 8,000 students. They only paid us on the students they got.

Speaker 2 ([26:00](#)):

And to be more specific, they only paid us on 17 of the 22 students cause five students. And they brought in with the LRAP award. They didn't take out any loans. Those are students that they got and they got them statistically, they got one or two of them cause of the LRAP award. And they don't even, they don't have to pay us for that. Because you only pay when they enroll and when they borrow. Also, the more you use the tool, the better your pricing is. It can't be an after the fact. Let us know though, when you're ready to offer it to everybody, your price goes down. If it's even a large target, if you know that you want to target, you know, 300 students in your class, that brings your price down as well. But remember, it's, you're only paying the that enroll and borrow and you're going to pay after they pay you.

Speaker 2 ([26:53](#)):

We invoice after and dropping this again as a former vice president for enrollment management, I have never seen anything like this. This is, it was and is compelling enough for me to get off the track that I was on in higher ed and join this company in order to tell people about it. I'm very, very grateful that you took the time today to stop and listen for half an hour. Learn a little bit about it. I encourage you to reach out. You can raise your hand right now on the webinar tool. Um, but reach out to me directly and I'm happy to have conversations about this. So at this time we have a minute or two left. I'll ask if there are any questions.

Speaker 1 ([27:34](#)):

Hi, Sean Michael, we do have one question for you. Uh, can you tell us a little bit about how long it typically takes to get an LRAP working on a campus?

Speaker 2 ([27:42](#)):

Yeah, it's a great question. Um, we can go for all, for all intent and purpose. We can go as fast as you can if you, if it's your first conversation with me, if you don't even know what your price is yet, we can still get it all done in less than two weeks. That includes getting you a price, talking to you about the, the, uh, agreement will enter into together getting your team trained, either in person or remotely, um, and getting those offers in the hands of the students you're trying to attract.

How to Use an LRAP to Increase Access and Boost Net Tuition Revenue

Speaker 1 ([28:19](#)):

Perfect. And uh, one last question for you. Um, what is the college's responsibility once the student graduates?

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

Well, that's the great thing because once the student graduates, you're going to pay our fee for, you know, per enrolled and borrowing student. But once that student graduates the obligation to help them with their student loans, the core of this product that rests with our, So this isn't something you have to carry on your books. Once the student graduates, your obligation to pay for them is completely done. If and when they need help, we're there and ready to help them.

Speaker 1 ([29:03](#)):

Perfect. Thanks so much Sean Michael does all the questions that we have today. At this time, we'd like to give folks a chance to take down, um, Sean Michael's contact information. Uh, and you can also use the hand raising tool at this time, uh, in your control panel. If you'd like someone from the Ardeo team to follow up with you, just raise your hand, we'll take down your information and someone will be in touch shortly. Great. So Sean Michael, at this time, just thank you so much for your time today for your presentation and thank you to everyone who joined today's webinar. Uh, have a wonderful afternoon everyone.