

## Enrollment Trifecta: How One University Decreased Their Discount Rate, Increased Enrollment & Retention with LRAPs

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

Everyone. I'm Jessica with our client service team, and we are excited to be here with you today. During today's conversation, we definitely want to hear from you. Please use the question box feature in your control panel to let us know if you have any questions. We'll answer those at the end of the session. You'll also have a chance to request additional information at the end of the discussion. We have a few additional resources about our day and I wraps in the handout section of your control panel, of your control panel available for you to download. If you're with us today via recording, there'll be an opportunity at the end of the video to fill out a form for more information. So, without further ado, I'd like to pass the mic over to my colleague, Jonathan, to introduce himself in today's guest. Jonathan.

Speaker 2 ([00:48](#)):

Hey, thanks so much, Jessica, and thank you everyone for joining us today to talk about, uh, the enrollment trifecta and how, uh, our friends at North Carolina Wesleyan University, uh, have really hit out the park, uh, in terms of utilizing their L wraps and a couple other things that the institution, uh, to really have a banner, a banner year, uh, last year. Uh, so as Jessica said, my name is Jonathan Shores. Uh, I'm the Senior Vice President here of client service at Ardeo. Uh, just a couple months shy of nine years here at Ardeo, and spent, uh, 17 years prior to that, working at three different institutions, um, all private institutions in North Carolina. And I actually had the, uh, distinct pleasure of working for Dr. Duff, uh, many, many years ago. Uh, and I've, I've told this story several times, but for those of you who may not know it, um, I graduated college.

Speaker 2 ([01:38](#)):

I wanted to get into the faculty side of things, uh, after having worked in admissions for a few years. And Dr. Duff was, uh, one of the first ones, or the first one that gave me that opportunity. So I'm super excited to, uh, to introduce you today to, uh, my friend and the president at North Carolina Wesleyan University, uh, where he's been the president since 2020. Uh, he was in the interim role for about a year prior to that. Uh, he earned his bachelor's degree from, uh, the University of Mount Olive and a Master's degree in administration from Central Michigan University, as well as the doctorate in organizational leadership from Nova Southeastern. Um, during his time at North Carolina Wesleyan, uh, he served in a number of roles, uh, as I mentioned before, interim, uh, president. He's been Provost, senior Vice President of Academic Affairs, vice President of Adult and Professional Studies, uh, as well as an adjunct instructor.

Speaker 2 ([02:29](#)):

Um, in those roles, uh, in which he has worked, uh, he's done a number of different things at the institution, uh, but he is responsible for leading all the efforts to approve new majors, including co-writing universities first graduate application, uh, to the Social Association of Colleges and Schools Commission on, uh, in, in addition to creating seven new offsite instructional locations. Um, and he's also responsible for facilitating the development of partnerships with 20 different two or four year colleges, uh, which led to our articulation agreements or memorandums of understandings, uh, at those respective institutions. Most importantly, Dr. Duff is, uh, married for 23 years to his wife, Marcy. Uh, and they have three sons and a daughter, Tyson, Landon, uh, Peyton, and then their daughter, Chloe. So, Dr. Duff, thank you so much for joining us today. We're, uh, we're super excited to have you on.

Speaker 3 ([03:21](#)):

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So glad to be here, Jonathan. Appreciate the, uh, the invite and the, uh, ability to share our success.

Speaker 2 ([03:28](#)):

Thanks so much. Well, uh, some of you will, we're going to get out the, out the way here pretty quick. Uh, a little bit about our why and how, uh, and specifically these loan repayment assistance programs, how they work, um, just so you have an understanding of maybe how North Carolina Wesleyan utilize these, um, and you just have a, a little bit better understanding, maybe a 10,000 foot view understanding of exactly what it is, um, these things do. So a little bit about our why we exist. Uh, our, our primary goal, our mission is to remove the access, uh, to increase access, uh, to higher education, really by removing the fear of student debt. That's, that's really our why. Um, so how do we do that? What we do is we partner with colleges and universities across the country to help them grow their net tuition revenue.

Speaker 2 ([04:17](#)):

And we do that by enabling them to make a pretty profound and succinct promise to their students and families. And that promise is simply that if they attend that institution and they graduate, uh, and they have a modest income at graduation, they're going to get some help in repay their student loans. Um, and our loan repayment assistance program, which is what impacts that, uh, does in, uh, impact both enrollment decisions as well as persistent decisions of students who would otherwise, uh, not enroll at a fear of student debt. We've worked with over 25 colleges across the US everywhere in North Carolina, where Dr. Duff and I, uh, are located, uh, all the way, uh, across the Pacific. So, uh, we've covered over 32,000 students through our innovative loan repayment assistance programs. And the model of this actually began at Yale Law School, uh, over 30 years ago, uh, with a program called cope.

Speaker 2 ([05:08](#)):

And one of the first recipients of that, um, was, uh, by the name of Peter Samuelson. Peter wanted to be, um, uh, working the PRI in the, you know, the, the nonprofit sector really. Um, and Peter started and founded, Ardeo, um, almost 20 years ago. We're, we're closing in on 20 years. So where does Ardeo make the most impact? We, we get this asked as probably our most frequent question, right? There's a lot of higher ed vendors out there that do some absolutely amazing things and work in different parts, uh, of your funnel. What we like to say is where we really, uh, have the most impact is taking students, uh, who have been admitted to your institution and moving them from the admit phase, really to the deposit and enrollment stage. So we, we can make a pretty profound impact in moving those students to not only being accepted to the institution, but really moving towards, uh, making sure that they're, they're staying at the institution and they're not withdrawing their deposit on the front end.

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

And then on the retention side, uh, that the students actually stay there, uh, and ultimately graduate at the institution as we'll. Talk about today with Dr. Duff. Um, so what is an LRAP and, and how does it work? As I mentioned, we enable you all to make that awesome promise to your students and families. And that promise is simply that, again, that if they come to your institution and graduate, they're going to get some help in repaying their student loans. Uh, it is an enrollment pool that we have seen time and time again, uh, impact, uh, both those enrollment and persistence decisions. Now, you all at the institution are able to make that awesome promise to students, um, and you're probably asking yourself, okay, this sounds great. They're going to get some help in repaying their student loans. What

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loans do you cover? Really, the biggest piece to remember is, as long as it's certified by your financial aid office, we have the ability to cover that loan.

Speaker 2 ([06:58](#)):

Uh, but out of the chute, we'll cover any federal loans that the student has to take, uh, both sub and un. We'll cover any parent plus loans that the student or their families may have to take out. Um, and then we'll cover any private alternative loans, again, as long as they're certified by your financial aid department. Um, and then important to note here as well, especially with the Parent Plus loans, that in terms of reimbursement for those students, uh, we're looking at the student's income at graduation, not the parent. So in the parent plus loan situation, and Dr. Duff can probably attest to this. So when you're sharing this promise with the parent, you'll literally see a visible, uh, sign relaxation that now they know they're going to get some help. Uh, and it's not going to depend on, you know, how, how well the parent may be doing, uh, in terms of their, their work.

Speaker 2 ([07:46](#)):

We do see it, uh, most generally, uh, successfully overseen by the admissions or financial aid department. Do have some folks that deviate outside of that. But, uh, we would typically recommend that the admissions or financial aid offices, um, you know, kind of have oversight of these programs, uh, because they're most often, uh, you know, the, the critical link, uh, between the student and enrollment. Now you are in the driver's seat. We're going to talk today with Dr. Duff about how they utilize the offering it to absolutely everyone, uh, in their funnel. But really, you do not have to use it that way. You're in the driver's seat in terms of who you want to offer this to. You can offer it to everyone just like North Carolina Wesleyan does. Um, or you can offer it to just one student, really, however you feel like, uh, it may impact in a positive way, your enrollment.

Speaker 2 ([08:34](#)):

So you can use it to increase new student enrollment. You can use it for transfer or remit students, uh, or you can use it on the retention front if you feel like you're at risk of losing a student who may leave, uh, because they're nervous about taking on any additional debt with both those transfer remit and retention sides. Um, we do have a caveat that they have to have at least two years remaining at your institution in order to benefit from that. Um, and then we've got some skin in the game on this, our does. So I always like to say that, uh, you know, it's a little unlike a lot of the other vendors I used to work with when I was working at institutions, and that, you know, we, we pay up front and we just kind of hope and pray that it, that it works out.

Speaker 2 ([09:14](#)):

So, as an institution, you're making a promise to these families and kind of putting your money where your mouth is to an extent, but we're going to do the same thing. So we're going to train and support you all throughout the year. Uh, we'll talk here in just a second about everything that we will do, but you don't pay us really until the semester starts. Um, so all of that work has gone on throughout the year, and you're going to see the benefit of it, and you're not going to pay us really, uh, until the, the, you know, August until that semester starts. So when I say we've got some skin in the game, we've got some skin in the game, because we're doing that work throughout the year to make sure that you are successful. And what are we doing to make sure that you're successful, we're communicating, uh, to your perspective students, uh, quite frequently.

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Speaker 2 ([09:58](#)):

Um, and we'll do that in accordance with your brand style guide. We're not going to go rogue. Uh, we'll work together on what that communication looks like, uh, and we'll share that with you. Uh, but we're going to do everything from an email cadence, uh, that talks about the loan repayment assistance programs and how they work. Uh, we'll do mailings to admits and forward in your funnel. And then, uh, what I think is probably the most impactful that we do, while those are, uh, all fantastic, and, and we've seen great results with those, um, we have a, a call team that is housed by us and our offices right outside of Chicago Land, and they're making calls to those students to talk to them about what it is, how LRAPs work, um, and specifically, um, how they'll be able to benefit the student on the back end.

Speaker 2 ([10:44](#)):

We're not calling talking about what dorm they're going to stay in or what their academic major is. We're just making sure that they understand, uh, what these LRAPs are and how impactful they could be to the student, uh, after they, after they graduate. So you may be saying, okay, Jonathan, this sounds way too good to be true. Uh, there's got to be a multitude of catches in here. Um, and we like to say, or at least I like to say, you know what, uh, it, it's not too good to be true, but there are some catches. So we like to say there are three main catches for the student. So first and foremost, the student has to graduate, and where do you think they have to graduate from? Right? They have to graduate from your institution. Um, so that's where we see sometimes that the retention play comes in.

Speaker 2 ([11:28](#)):

Um, they have to work after they graduate. So not while they're in school, not while they're a student, but after they graduate, we want them to work at least 30 hours a week. And then the final one is they make their loan payments, and then we provide a reimbursement. Uh, we know that you want them to be good responsible borrowers. Uh, we want that same thing as well. So we require the students make their payments, uh, they provide us proof that they made their payments, and then we do a reimbursement on a quarterly basis, uh, to that, to the students, uh, or their families as appropriate. So we administer the entire process. There's no additional administrative burden that your institution is going to have. So no additional people that you have to hire. Um, literally the only administrative burden really, that you all have is letting us know the students you want to offer it to, and the students who actually enrolled with it.

Speaker 2 ([12:17](#)):

That's, that's pretty much it. Um, we reimburse the students based on their income after graduation. And for every institution, uh, that threshold is going to be a little bit different based on your academic programs, uh, where you're at in the country, and the cost of living in that, uh, respective area of the country. Um, and then we continue to pay those loans back for students either until they're entirely paid off, the loans are paid off in full, uh, or they, they kind of reach that upper income threshold. So that, uh, that magical number that will set for, for you and your institution. If we look at the median income across the country, uh, I think for college graduates, right out of school, it's around 45,000. Um, again, depending on where you're at, it could fluctuate. Um, but let's just use \$45,000 as an example that that's the promise that you're able to make.

Speaker 2 ([13:05](#)):

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And if a student doesn't earn that, we're going to get some help in, in reimbursing your student loans again for the third time. Uh, just want to make sure I reiterate that could be different based on where you're at. Um, I mentioned earlier that really we help move students through the funnel, um, from really the admit down through the deposited enrolled, but we do have some students, uh, or some institutions like we'll talk about today, uh, that use this all the way at the top of the funnel. So they'll use it in the inquiry stages to be able to market it to all of their incoming students. And then most of our institutions all within the targeted and selected. So some institutions like Centenary, for example, will say, Hey, we want to offer the students who have an EFC of less than a certain amount, cuz we know these students are going to need, uh, going to need help.

Speaker 2 ([13:50](#)):

And you may have, uh, an institution like, uh, Roger Williams down there, up in Rhode Island that, uh, uses it selectively, and they use it for students that they know have deposited that they're at, at risk of losing. So really throughout the funnel, uh, you always jokingly say the 225, uh, institutions we've worked with, we probably have well over a hundred different ways that colleges use it. And that's really not an exaggeration. People can get really crafty with this and, and really creative in terms of who they're going to offer it to. So now really, uh, let's, uh, enough of that, let's talk about, uh, North Carolina Wesleyan University, uh, and, and Dr. Duff, um, and specifically what North Carolina Wesleyan has done over the last couple years, uh, to be successful and especially, uh, this past year. So, uh, with that, Dr. Duff, we're going to, I feel like, uh, this is the Chris Collins of Monday Night Football, where he slides in from the side be awesome if we could, uh, if could do that. But Dr. Duff, uh, again, first of all, thank you for joining us, as I mentioned before. But, um, with that, can you tell us a little bit about, uh, just about North Carolina Wesleyan?

Speaker 3 ([14:57](#)):

Sure. So North Carolina Wesleyan University, um, has been in existence for 66 years. Um, we are a Methodist affiliated institution, um, a small, um, nonprofit private institution. And, uh, we serve, um, anywhere from 1600 to 2100 students, depending on, um, you know, the different cycles that are happening in the world at any given time. And so, uh, we also serve two distinct populations, a traditional, um, residential, uh, student base as well as a working adult, um, population. Um, and so right now we're, we're sitting anywhere between 1800, 1900 total students. Uh, and really it's split between both. So about half our traditional half are adult students. Um, we are a division three institution. Um, we have, um, you know, 35 plus undergraduate. We started graduate programs in 2017. Um, we actually converted from college to university last May. Um, so that's a relatively new change for us. Um, and so, uh, we wanted to offer a strategic advantage, uh, to our students. Um, something that was not, um, very common in North Carolina. Um, and so that was our original, um, kind of segue to kind of looking at what those opportunities were. And, and of course, Dale was one of those, uh, partnerships that we considered.

Speaker 2 ([16:37](#)):

Yeah. Great. And that's a perfect segue. Um, talk to me about how you first heard about, about LRAPs and kind of how they entered into the picture.

Speaker 3 ([16:47](#)):

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Sure. So we, uh, as you stated, you and I were colleagues, uh, for many years. Um, and you actually had worked at Ardo for several years before we even had a conversation. I mean, it, it was not something that we were considering. It was not, um, something that I thought we could afford. Um, and in reality we could, uh, and there are several ways to kind of go about that, but, so I reached out to you and we had some initial conversations. Um, I learned more about what, um, LRAP was about, um, and, and how it could benefit our students. Um, and through those conversations and crunching numbers and looking at how to leverage the cost of the, uh, opportunity with the, um, the return on investment, you know, it, it really was an affordable option. Yeah. And, and like you said, uh, you don't get paid unless we get paid <laugh>. So, uh, yeah. So there was significant amount of training and infrastructure established before, um, before, you know, we even had to make payment on the process.

Speaker 2 ([17:58](#)):

Yeah. And, and so, uh, as we walk through that and we, we talk about kind of, you know, how you first heard about it, what was it that made you guys, uh, really decide to offer that program, uh, the LRA program? Was it, uh, you know, a particular point that you were like, Hey, you know, we need to increase enrollment, you know, traditional on campus enrollment, or what, what was the pre impetus for offering that?

Speaker 3 ([18:25](#)):

Yeah, so we, we, this was right at probably the start of the pandemic. Um, uh, and we knew that, um, just enrollment in general across the, across the landscape was, was going to be impacted not just because of Covid yeah. But because of birth rates, because of any number of things that are in higher ed news on a daily basis mm-hmm. <affirmative>. Um, and so again, we wanted to, to create, uh, a differentiator, a, a strategic advantage over, um, our competition. Um, and more importantly, we understand that many students, you know, we're, we're a small college in Eastern North Carolina. Um, we understand that there are many students who will put a considerable amount of investment in their four year degree, and just due to the economy may not start out making what they need to make. And so we wanted them to be free to make the choice to further their education without a lot of doubt about how they could afford to do it. Uh, so, uh, that, that was the main, you know, those were the main two factors. So one of it is institutional, um, strategic advantagement, but the other one truly was about, um, supporting our students in the types of students we serve here.

Speaker 2 ([19:48](#)):

Yeah. And so you guys are now in your third year of offering I a to all, uh, incoming students. Uh, you started obviously in the 21, uh, 22 cohort. Um, what, what led you guys, um, you know, outside of the strategic advantage, um, why was it important for you guys to offer it broadly to all of the incoming students?

Speaker 3 ([20:14](#)):

So, um, you know, for me, I personally, I think it's difficult to try to isolate a group of students to say, you're the ones worthy of this. Um, for, for me, it, it was always an all or nothing. Um, because it gives for, for us, and, and this is just speaking about the elephant in the room, it gave us the, the most bang for our buck. Mm-hmm. <affirmative>, it was the most cost effective, uh, per student. Yeah. Um, and in reality, uh, all in, you know, offering it to everyone doesn't mean everyone's still going to sign up for it. So, yeah. You know, and I don't know why that is, because it's a perfect benefit for students, doesn't

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cost them anything. It's, you know, it doesn't, um, it's not a contract to keep them or to do anything. So I, I don't understand why a hundred percent that are offered it, don't sign it, but in the reality of it is they don't.

Speaker 3 ([21:16](#)):

And so, you know, you really have to factor that in. And institution has factored that into, you know, their cost and, and how they're going to make this work. Um, but I will say we, uh, we saw significant, um, just in that first year, significant changes in our student body population. So last fall we grew our freshman enrollment by 12%, uh, which, you know, was unheard of. You know, a lot of schools actually saw decreases. If they did see increases, it was small percentages. Um, and again, you're talking about like schools. So your elite, um, schools that only accept the best of the best, you know, they're always going to have a waiting, you know, waiting list, right? But schools like us, community colleges, they were all suffering. So that was an achievement. But one of the things we really looked at, so not only did we have a 12% increase in, um, new students, but our students, as you said, this is really going into our third year.

Speaker 3 ([22:26](#)):

Um, but our first year was kind of a half year, so our true second year, we were able to look at the freshman to freshman retention. And of the students who took the I a, they retained at a rate above 80%, which is much higher, uh, than our traditional, uh, fall to fall freshman retention. Um, so our overall retention of the school actually grew a percent, but it, I truly believe it's because of those that signed the I a p retained at above 80%, which drove our entire institution up. Uh, and so those were the two big factors that we really saw immediately. I mean, you know, really a year out of, of the partnership and we saw significant increases.

Speaker 2 ([23:19](#)):

Yeah. And, and what, um, along those lines, did you guys do anything like different initiatives, um, to help with that retention of, I mean, it could, you know, on one hand it could be coincidental, uh, that the students retained, but did you guys do anything, any additional efforts that that tried to lead towards, uh, retaining those students?

Speaker 3 ([23:42](#)):

Yeah, so we, we certainly had other, um, other programs, other opportunities on campus that we added along the same time, um, as our day. So rather that is, um, you know, better career services from freshman year mm-hmm. <affirmative>, um, guaranteed job experiences from day one, um, offering more, uh, focused one-on-one mentorship with faculty and staff, uh, establishing, um, a practical skills academy to support learning that goes beyond the classroom. So yeah, we, we definitely had some other initiatives. This wasn't, you know, I I would never say that any initiative is, um, a, a, uh, perfect solution. I mean, you certainly have to, to do other things, uh, to supplement it, but it certainly, um, I think was a contributing factor.

Speaker 2 ([24:40](#)):

Yeah. And so, uh, kind of that next bullet there, in terms of decreasing the discount rate, um, you know, a lot of our institutions, and I'm going to ask you to kind of walk through that, but a lot of our institutions, uh, I I think back to, you know, eight years ago, the first institution, uh, we were working

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with the college and the president had been a former cfo, O at, at, you know, a large school, 20,000 plus. Um, and he said, Hey, I'm going to decrease the scholarship awarding, uh, for this student to all, which is minimal in order to pay for offering these L wraps, uh, to the student. And I remember having just come out of sitting in that seat, and I was like, pump the brakes, pump the brakes. Do not, do not do that. Students are going to notice. Um, he was adamant that students would not notice, new students would not notice that decrease.

Speaker 2 ([25:34](#)):

Um, and subsequently, they, they too had, uh, fantastic enrollment, um, they saw a decrease in the discount rate. And so we've, um, shall I say, we've cautiously recommended some institutions to do that same thing. You all essentially followed suit, uh, and, and did do that. So you really did hit the trifecta, right? You increased new student enrollment, you increased retention, uh, and you dropped the discount rate. Uh, because this obviously, as you know, is a lot less than that, um, that additional scholarship, uh, award offer and obviously more, uh, a little bit more impactful for you all. Can you walk through kind of, um, maybe what the, the internal conversation was like on decreasing that discount rate and then the subsequent result to it?

Speaker 3 ([26:21](#)):

Yeah. So, um, our situation was a little different in that, uh, we actually made a strategic initiative in 2019 to reduce our, um, uh, our discount rate, um, by at least a percentage point each year. Um, so, so we were using that as a supplement to eo, uh, versus what the example you shared about the other institutions. Yeah, yeah. However, um, I will say it all comes down to value. What value are you talking to your students about, um, mm-hmm. <affirmative>. And so it was easy for us to talk about, uh, reducing that discount rate. Um, of course you don't say it in those terms to a student or a family, um, to state, but however, we have added multiple values to what you're paying for our day was, yeah, part of that conversation. Just like if we were to renovate a dorm and now the cost of living in that dorm goes up, it's because of that value that you're putting into it. So the conversations, uh, in, you know, in the boardroom were how can we strategically continue to, to reinforce the value of attending Wesleyan and, and all the benefits that a student gets with our, with, with LRAP being at the top of, of that conversation. Um, but then of course, conversations with students and families, um, you know, we then transition that to what does that truly mean for them and their future and, uh, their return on investment.

Speaker 2 ([27:59](#)):

Yeah. So walk us through, uh, you know, how, how are students responding to this? What's been the, the general, uh, student interaction from the students that you've, you've talked with and interact with?

Speaker 3 ([28:12](#)):

You are, um, for, for all institutions who are considering this, you're obviously going to hear your parents students say, wait a minute, what about me? Um, but it's, it's just like, if any donor were to step up and start a new endowed scholarship for, I mean, it's just, that's just kind of part of how it works. But we really, even our current students, there's, you know, it's not, it's gone over very well, but new students, it's more, you hear it more from the families than you were from the student. So the mothers and the fathers and the guardians that are with these students, they're the ones where this is coming home for them and they're like, okay, this, this is definitely a value add. This is definitely almost like a guarantee,



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um, that your education worth something. Um, so it resonates me to what I have seen, it resonates more with the parents. They're the ones talking about it more. I think it will eventually resonate with the students when they get closer to graduating, but as an incoming freshman, you know, it probably doesn't hit them as much as it does.

Speaker 2 ([29:18](#)):

And to that point, uh, maybe walk us through how you, uh, and maybe you haven't, we, so full transparency here is completely fine. Have you used this from a presidential perspective, or even your folks used this as points if you students and families,

Speaker 3 ([29:39](#)):

I'm going to reach here to grab something. And so we developed, um, or I developed this kind of top five, presidential top five as to why a student should attend here. Um, and our North Carolina Rise program, one of those top five program or top five reasons. So anytime I'm walking on campus and I cross a tour or, uh, a tour's coming by my office and my door's open, they know to pop in, I will step out, spend about three minutes getting to know them, the parents, the guardian who whoever's with them, and then I will quickly review this top five, um, letting them know that, you know, there's more information on our website about this. They'll hear more about each of these topics, uh, and then they can take this bookmark to our bookstore and get a forget. So, um, that's how I personally use it to leverage, uh, and to bring it up in conversation. And we also bring it up in open houses, um, and, you know, all of our, and this is not just an admissions tool for your admission staff. Our coaches use this, our administrators use this, our board of trustees use this in everyday conversations where they're talking to a potential family that may be a future student here.

Speaker 2 ([31:00](#)):

Yeah. And, and you mentioned the, uh, the RISE program. So I just want to make sure, uh, just to put a footnote to this. So we do allow the, the program is called the Loan Repayment Assistance Program. If your institution decides to offer this to all of your incoming students, we do allow you all to what we call white label it, uh, which is basically calling it your own. And you guys have called it the RICE program, which is the repayment initiative for, for student education. So you guys kind of lead it instead, um, rise versus the I uh, front of things. So just for clarification there, um, I think my, my last question, and this will be a, a, a great short webinar that we can give folks some time back in their day. But my last big question is, it's really from a president's perspective. Um, how would you recommend that enroll enrollment leaders get buy-in from the campus for a program like this? Because we, we oftentimes hear that, you know, folks in the admissions officer, the financial aid office, hey, they love this. They think it'd be a great program to offer, but we just we're having a problem getting the, the cabinet to buy in or the board to buy in. Um, what, from, from your perspective, sitting in that president's seat, um, what would you suggest that leaders do in order to get that buy?

Speaker 3 ([32:21](#)):

Two key things. One is, um, stop trying to sell it to others. Get our in the room. Our is more than happy. Your staff, your team is more than happy. Come on campus, give demonstrations, give information. Have them in those key areas in the boardroom talking to board of trustees, um, talking to your faculty, talking to administrators, um, so a, you know, get our day in the room, um, they're, they're the ones who are going to be able to articulate it the best, um, or the most effective way. And then, uh, the other

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thing is to, um, just make sure that people, make sure you have done the number crunching and to show how the return on investment works and how this can actually be affordable to the institution and how it can be a strategic advantage and a piece to leverage. So show the factual data information, but then also have an <inaudible> in the room.

Speaker 2 ([33:31](#)):

Yeah. Yeah. That's great. Well, we certainly appreciate that plug to, uh, to have us in the room. I, I will say, just from historical context of the last institution I worked at, uh, the Ardeo person at the time, um, you know, gave me the pitch and then I tried to take it to the, uh, to the cabinet and, and pitch it. And I obviously got questions that I could not, um, I could not answer at all. So kind of, uh, funny enough, uh, that I couldn't sell it at my own school, so, uh, our day hired me to sell it to others. But, uh, you know, all, nonetheless, I, you're absolutely right, getting us in the room, we're happy to be there, uh, virtually or in person to, uh, to help walk through things through things. So, um, a little bit about our benefits and that, that actually ends up being a great segue to things, um, is we are going to, as Dr.

Speaker 2 ([34:21](#)):

Duff mentioned, helped you guys, uh, meet your institutional goals, uh, the call team. And we provide, uh, you follow up call notes on the conversations that we had, uh, and, and we can even flow that information right back into your cdx, um, or CRM rather. Uh, we call it cdx, which is just the data exchange. Um, but we can flow that information right back into your, your crm, uh, and then we're going to help support those students all the way through graduation and then, uh, even post-graduation. So, uh, with that, I will turn it back over to, uh, my colleague Jessica to see, uh, if we have any questions come in. And as she's coming back online, uh, if you do have any questions, I, I see a couple in there. Uh, but if you do have any questions, feel free to go to that, that questions box and add those in there.

Speaker 1 ([35:09](#)):

Perfect. Jonathan, thank you so much for that. Um, we do have a couple that came in. Um, first one, Jonathan, I think this one's probably for you. Um, how long does it typically take to get an LRAP up and running on a campus?

Speaker 2 ([35:23](#)):

Yeah, great question. Um, really depends on you. I like to say if, if we're working in tandem, uh, and we're, we're getting after it, and the, the few things that we'll need, uh, primarily like your brand style guide, things like that, really we can, can get up and running within a week so we can have you trained, uh, all of the backend processes worked out. Um, but really it depends on how quickly you all want to work. Wesleyan's a good example of that. Um, we got it up and running, I think in about a week and a half with, with North Carolina Wesley. So, um, we can really get after it and get it done really well. And if you say, Hey, we, uh, we want to go ahead and have this as a tool in our toolkit, but we're not going to roll it out to a post May 1st. Um, you know, even in that scenario, we can slow roll it and, and get things done and, and have it ready for post May 1st. But, um, generally we say, you know, hey, within a week, uh, if, if we're, we're working together pretty tightly, uh, to get it rolled out.

Speaker 1 ([36:22](#)):

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Thank you. Um, Dr. Dove, this one is for you. How did, um, North Carolina Wesleyan approach marketing, um, lrap incoming students and your custom label as well,

Speaker 3 ([36:34](#)):

So that, that, thank you. That's a great question. And, and that's the part that our data makes it really easy for institutions. They really give you the script, they give you the language to use. Um, and so all we really had to come up with was a creative tagline. Um, and the rest was really provided to us as far as what to say, what not to say. Um, and they train you on all of that. So, um, our marketing team can just pull from that training. So again, we came up with the creative tagline of, of NC Rise, which was for Wesleyan's purpose, but we, we talk about, I mean, we use LRAP and all of Ardeo's language in our marketing. So that part was easy.

Speaker 2 ([37:22](#)):

Yeah, and I'll, I'll just add to that if I can. Uh, you know, I know most of the institutions that I worked at, uh, had really small marketing departments and we know they're being pulled in 8 million different directions. Um, so to, to Dr. Duff's point, we, we do have a package that is, uh, basically put together and we'll hand it to you and say, here, use this as you want. Here's some examples of what other institutions have done, uh, so that you don't have to recreate the wheel. Most of our institutions go that route. Oh, thank you so much. This, you know, uh, the one person working in marketing, uh, can kind of tinker with this a little bit. And then we, you know, frankly, we've got a couple institutions, uh, who have robust marketing departments and they want to be involved and do it all themselves. Um, and we can find any one of those two spectrums to, to a happy medium. But, uh, a lot of our institutions will utilize it, um, and what we've provided to them.

Speaker 1 ([38:18](#)):

Perfect. Thank you. Well, that is all the questions we have for today. Um, Jonathan, I'll pass it back to you to close this out.

Speaker 2 ([38:26](#)):

Yeah, great. Thank you all again, so much for, uh, for joining us and, and Dr. Duff special thank you, uh, to you. I know President's time is, um, is very valuable and so we greatly appreciate you, you taking an hour out with us, uh, to chat with folks today. Um, I'll just say, uh, on the back end, if you have any questions, um, please feel free to email me, uh, and we can schedule a discussion or, um, my colleague Matt as well would be happy depending on where you're at in the country, uh, to schedule a quick conversation with you and, and we can talk about how, uh, I wraps might be able to help you reach your institutional goals, uh, or different strategy ideas. We can also share how others have done it. Uh, and then as, as Dr. Duff mentioned, we're also happy to come to campus to talk with, uh, your leaders there as well. So, uh, again, we thank you all so much and, uh, and thank you for joining us and, uh, hope you have a great week and, um, have a great day.