
From: Them
Sent: Saturday, November 18, 2006 12:44 PM
To: Colker, Lee
Cc: Redacted by HELP Committee Shah, Vijay
Subject: Re: Tuition increase Roll-out Plan

Redacted by HELP Committee

-----Original Message-----

From: Colker, Lee
To: Them, Richard
CC: Redacted by HELP Committee Shah, Vijay
Sent: Fri Nov 17 21:54:57 2006
Subject: FW: Tuition increase Roll-out Plan

Hi Richard,

Redacted by HE

asked that I forward you what we plan to cover on the tuition lock-in calls. Let me know if you have any comments or requests.

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Vijay and please feel free to review and let me know if you desire any additions or deletions as well.

Lee

Call Outline:

Slide one:

Explain the objective for the call.

- * We want to make sure that everyone feels comfortable in their ability to create urgency and close without having tuition lock-in as an incentive.
- * The call is to begin creating their comfort level. The actual change will not go into place until mid-January.
- * Between now and mid-January, they can and should continue presenting the tuition lock-in program.
- * A few weeks before the January implementation date, we will hold this call again to help address their

remaining concerns on how to sell without tuition lock-in.

Slide 2:

How this affects how we work:

* Upon January 15th, explain after covering the tuition per credit and academic year that there is an annual tuition increase that occurs each fall and that the rates shown are the current tuition rate.

* Address that how they create urgency and the reason to apply now can no longer be based on future cost savings.

Discussion Suggestions:

- Mention that a lot of good things can come out of not using cost savings as a closer: Buying on price or anything other than the product itself is called a “secondary sale”. The commitment is generally high with a “primary sale” decision.
- Optional: Give them an example of a product they don’t really want right now, but perhaps have a moderate interest in, such as buying a Jacuzzi. Sell it to them based on a price deal. Tell them they don’t have to commit, just have to put \$50 down to lock-in today’s pricing, as we’re raising the price in a few months. Ask what are the odds this sale will go through?
- Ask what are some of the negative consequences possible when people apply mainly to save future costs?
 - o Listen for or later add that this can hurt start rates. When they buy based on price, the product becomes secondary. Price based decisions can result in cancels and lowered start rates
 - o The down fall of closing on something other than the rightness of the match: start rate. Is our price really a price to close on?

Slide 3:

Close based upon the rightness of the match.

Ask “what do you think we mean by the rightness of the match”?

o Listen for and add if missed that it's about the prospect having found the best possible curriculum and school environment that matches what they described to us during information gathering. In other words, the match between the needs, values and our features and benefits.

Ask something like: In order to create such a match, what are some key questions to ask during the interview.

o Listen for and add if missed such examples as:

- To match to student services: "What would be important to you from a school?" Listen for the nature of the clubs, activities, tutoring or other services that the prospect may mention.

- To match the curriculum:

o "What skills would you like to develop?" "What new skills would you like to acquire?" "What do you do now that you'd like to improve at?" "How would you like your work to be used one day?"

"How do you learn best?" "What were your favorite classes like at your last college / high school?"

"What kind of people do you like to work with?" "Who was favorite teacher in the past and what made them your favorite" Etc.

Where is the match conveyed to the prospect by the ADA during the interview:

o After Info Gathering, during the "career field/program name match section"

o By paraphrasing what they are saying they are looking for in order to capulate it.

o By remembering to make tie-backs through every screen, most significantly the curriculum and tour

o Mini final summary positioning the reason for the invitation to apply

o Remember with HS seniors, to take the approach of "Congratulations, your search is over! You've found the right school for you." We want them to feel committed, and we do not want them to continue shopping other schools. Regrettably, we actually hear ADAs initiating pretty weak applicants by saying things like "and

you can still keep looking at schools” or, “your probably going to apply to three colleges so this may as well be one of them.”

Slide 4:

Where to present lock-in:

- Between now and mid January, cover it during the expenses section. After covering the tuition rate, explain the opportunity to lock-in their tuition provided that they apply paying the \$150, sign the enrollment agreement, start into classes on time, and proceed through school ith the allotted quarterly breaks and no more than one quarter off during their 4 years (or your school’s time off policy).

Slide 5:

Secondary sales and creating urgency:

- Discuss that there are times where presenting additional reasons why to apply now are needed. Sometimes people want to make the primary purchase (the education and school itself) but are afraid to action. In some cases, providing an additional reason to do so is helpful. These could include:
 1. Be able to meet with your AC while you are here today and have the enrollment packet explained for you.
 2. (see slide)

Slide 6:

Follow-up and buyers remorse: how do you offset buyer’s remorse:

- * What can happen between application and start date that can result in cancels?
- * What can happen if an applicant applies based upon locking in the price?
- calling upon the app and reaffirming their decision
- personalized card noting just a few key needs and values

- making sure your following up no less than once a month.

Slide 7:

End. Good luck, happy holidays!