Appendix B.   Interview Protocols and Listening Session Questions

B.1. Practitioner Listening Session Detailed Agenda

Opening and Introductions

4 minutes: Welcome and introduction (Abt staff)

- o   Welcome
- o   Goal of listening session
- o   Housekeeping
  - Privacy Notice
  - Consent to recording
  - Using WebEx
  - Ground rules

2 minutes: CFPB introduction (CFPB staff)

- o   Welcome
- o   Introduce Consumer Financial Protection Bureau and explain CFPB's interest in this topic and tools

6 minutes: Participant Introductions (Everyone)

- o   ~30 seconds per person to quickly introduce themselves and respond to icebreaker question
  - Name
  - Profession – who you primarily work with
  - Icebreaker question—a quick one like dream next vacation

1 minute: **Session logistics** (Abt staff)

We will review and discuss three tools. I will present and walk through each tool on the screen, then pose questions. I'll ask the group to respond and will facilitate a discussion. If discussion lags, I may ask specific participants for their feedback. You can respond by unmuting yourself or typing into the chat (if you prefer). I will follow up, as needed, to clarify responses, ask for further thoughts, or to facilitate dialogue. If you have thoughts after today's discussion, we are happy to chat offline either via email or telephone.

Map Demo and Discussion

4 minutes: **Map Walkthrough**

Great! The first tool we'd like to discuss is a two-page infographic that shows key points in the college financing decision process. At each point along the path, it provides information for family borrowers to consider. This tool is meant to help family borrowers understand the big picture, where they are in the process, and what steps to take as their student grows.

[Show lifecycle map on screen]

15-18 minutes: **Discussion**

Overarching prompt: We would like to start our conversation with hearing everyone's initial thoughts about this tool.

Follow-up Questions (as needed; **bolded** questions are highest priority)

- **Overall, what do you think about the design and presentation of the tool? (*Appeal*)**
  - o Does the tool resonate with you? Do you think it'll resonate with your clients? How well does it convey the specific stages?
  - o What would you call the tool so that it resonates with families? Does the present name resonate?
  - o What do you think the best way is to get this tool out to the people you serve?
- How would you describe this tool to someone? (*Comprehension*)
  - o Who do you think the tool is for?
  - o In your own words, what information is it trying to convey to the audience?
- **Would you use this tool with families? Why? Why not? (*Efficiency*)**
  - o
  - **o** At what point do you think it would help families to see this graphic?
- **How could this tool help with the work that you do? (*Contribution*)**
  - **o** What do you think this tool adds to your toolbox of resources for families? Is it needed?
  - o How would you use this tool in your day-to-day work?
- Do you think this tool would be helpful for families? (*Perceived effectiveness*)
  - o In what ways do you see it helping families?
  - o Where does it not go far enough? How would you improve it to fill those gaps?
- **How appropriate is the language and content for the students and families you work with? (*Appropriateness*)**
  - **o** What do you think about the descriptions and prompts? How could they be clearer?
  - **o** Can you recommend a better way to describe or present the messages and key terms you see on the map – can you give specific examples of how to make it more accessible and more appropriate for your clients?
  - **o** Do you think this tool could apply to various kinds of families at various stages in thinking about paying for post-secondary education? Are there particular types of circumstances (families, stages) this is *most* applicable for? Are there particular types of circumstances (families, stages) you feel are *not represented* here? How could the tool better apply to them?
- **What suggestions to do you have for improving this tool?**
  - o Is there anything missing?
- **How do you think families would find this tool? (*Visibility*)**
  - o What would you call this tool?

Widget Demo and Discussion

6 minutes: **Widget Walkthrough**

Great! Now we'd like to show you an interactive tool for families. This interactive tool returns text based on three user inputs: user's age, the age of their family member who would attend college, and if they are planning for one or multiple children. Based on these inputs the website provides relevant information for the user's situation including facts (did you know), suggestions for action (take action), suggestions for

considerations (think about), and suggestions for discussion (discuss). This tool is meant to provide users with relevant information for their situation.

[Show widget on screen. Ask two participants to provide sample input and review the resulting pages.]

15-18 minutes: **Discussion**

Overarching prompt: We would like to start our conversation with hearing everyone's initial thoughts about this tool.

Follow-up Questions (as needed, **bolded** questions are highest priority)

- **Overall, what do you think about the design and presentation of the tool? Does it resonate with you? Do you think it'll resonate with your clients? (*Appeal*)**
  o What would you call this tool?
  o How well does it convey the specific information families need?
- How would you describe this tool to someone? (*Comprehension*)
  o Who do you think the tool is for?
  o In your own words, what information is it trying to convey to the audience?
- **Would you use this tool with families? Why? Why not? (*Efficiency*)**
  o When or at what points in the process would you use it?
  o How much time do you think it would take for families to use it?
- **How could this tool help with the work that you do? (*Contribution*)**
  o What do you think this tool adds to your toolbox of resources for families? Is it needed?
  o How would you use this tool in your day-to-day work?
- Do you think this would be helpful for families? (*Perceived effectiveness*)
  o In what ways do you see it helping families?
  o Where does it not go far enough? How would you improve it to fill those gaps?
- **How appropriate is the language and content for the students and families you work with? (*Appropriateness*)**
  o What do you think about the initial questions? Are they clear? Should there be additional questions added that you think would be helpful?
  o Would the results be useful to students and families you work with?
  o Can you recommend a better way to describe or present the messages and actions the tool returns– can you give specific examples of how to make it more accessible and more appropriate for your clients?
  o Do you think this tool could apply to various kinds of families at various stages in thinking about paying for post-secondary education? Are there particular types of circumstances (families, stages) this is *most* applicable for? Are there particular types of circumstances (families, stages) you feel are *not represented* here? How could the tool better apply to them?
- **What suggestions to do you have for improving this tool?**
  o Is there anything missing?
- **How do you think families would find this tool? (*Visibility*)**
  o What would you call this tool?

Worksheet Demo and Discussion

8-10 minutes: **Monthly Payment Worksheet Walkthrough**

Great! Now we'd like to start by showing you an Excel template to help family members assess taking out a loan to pay for college. This is a downloadable Excel file in which users input information about themselves and the loan they're considering. Based on these inputs, the worksheet calculates and graphs future borrowing costs. The worksheet also returns customized text here at the bottom. This was designed to help borrowers understand their monthly payments and think about a loan's affordability now and into the future. The worksheet also gives some information and suggestions about how to lower costs. For example, the "Extra Payment Calculator" tab helps them see how they can pay down the loan faster.

[Show worksheet on screen. Ask two participants to provide sample input and review the results.]

15-18 minutes: **Discussion**

Overarching prompt: We would like to start our conversation with hearing everyone's initial thoughts about this tool.

> Follow-up Questions (as needed, **bolded** questions are highest priority)

- **Overall, what do you think about the design and presentation of the tool? Does it resonate with you? Do you think it'll resonate with your clients? (*Appeal*)**
    o What would you call this tool?
    o How well does it convey the specific information families need?
- How would you describe this tool to someone? (*Comprehension*)
    o Who do you think the tool is for?
    o In your own words, what information is it trying to convey to the audience?
- **Would you use this tool with families? Why? Why not? (*Efficiency*)**
    o When or at what points in the process would you use it?
    o How much time do you think it would take for families to use it?
- **How could this tool help with the work that you do? (*Contribution*)**
    o How would you use this tool in your day-to-day work?
    o What do you think this tool adds to your toolbox of resources for families? Is it needed?
- Do you think this would be helpful for families? (*Perceived effectiveness*)
    o In what ways do you see it helping families?
    o Where does it not go far enough? How would you improve it to fill those gaps? (*Contribution*)
- **How appropriate is the language and content for the students and families you work with? (*Appropriateness*)**
    o What do you think of the input section? Are there any you think users would struggle with?
    o Would the results useful to students and families you work with?
    o Can you recommend a better way to provide information about the costs of the loan– can you give specific examples of how to make it more accessible and more appropriate for your clients?
    o Do you think this tool could apply to various kinds of families at various stages in thinking about paying for post-secondary education? Are there particular types of circumstances (families, stages) this is most applicable for? Are there particular types

of circumstances (families, stages) you feel are not represented here? How could the tool better apply to them?
- **What suggestions to do you have for improving this tool?**
    - o   Is there anything missing?
- **How do you think families would find this tool? (*Visibility*)**
    - o   What would you call this tool?

Wrap up and thank you

Before we go, we'd like to get some feedback on this set of tools overall.

7 minutes: Discussion (**bolded** questions are highest priority)

- **Looking at these tools all together, do you think they will be useful to families? How? Why not?**
- **How would you use them with the families you work with?** (*Perceived effectiveness*)

- **How would you suggest CFPB share these tools so that families could find them?**
- How do these tools fit with others you have previously seen or used? Which ones make a contribution? Are there any that do not? (*Contribution*)
- How easy do you think these would be for families to use? (*Comprehension, Efficiency*)
- What appeals to you about the potential to share these tools with families? What makes you wary? (*Appeal, Appropriateness*)
- What else would you like to share with us about the tools we discussed today that we haven't already discussed?

1 minute: Thank you

Thank you so much for sharing your insights with us today. We appreciate your time and feedback. As you might remember, we'll be sending you a $50 Visa gift card in appreciation of your time today. We will send the gift card information to the email address you used to sign up for this session.

[Stop recording]

B.2. User Testing Protocol – Life Cycle Map and Widget

Part 1: Introduction and Consent (5 minutes)

Hi, I'm [NAME], a researcher from Abt Associates. Abt is conducting research for the Consumer Financial Protection Bureau (CFPB). As part of its mission to empower and protect consumers in the financial marketplace, the CFPB conducts research on strategies, tools, and educational content to help consumers make informed financial decisions.

During today's interview, we'll be asking you for feedback on two tools the CFPB created for families wanting to save and pay for college. One is an infographic and the other is an interactive website. We

hope that the infographic and website will assist families like yours, who are exploring payment options for a family member's college education. We are hoping to gain insights from your personal experience to inform the final development of these tools.

You'll receive a $75 incentive in appreciation of your time.

Computer Access

A laptop or desktop computer and internet access is needed for this interview because the tools we will look at together are online and they are not optimized for a smart phone or tablet.

Have you joined this videoconference from a computer?

[IF YES:] Wonderful. In case we have any connectivity issues and accidentally get disconnected, what would be the best way for me to re-contact you? *[Record information in a secure form and proceed to disclosure and informed consent.]*

[IF NO:] Would it be possible for you to switch to an internet-enabled computer for this call?

> *[IF YES:]* Great! I'll help you get set up there and then we can continue the interview. In case we have any connectivity issues and accidentally get disconnected, what would be the best way for me to re-contact you? *[Record information in a secure form and proceed to disclosure and informed consent.]*

> *[IF NO:]* That's okay. For the interview I was planning on doing today, a computer is needed. Would you be able to access a computer with internet access during another time so that we can reschedule? [IF YES, reschedule] [IF NO] We appreciate your time. Unfortunately, for this interview we require participants to have access to a computer to be able to do a screen share.]

Privacy Notice

The information you provide to Abt Associates (Abt) will contribute to the development of a Consumer Financial Protection Bureau (Bureau) tool to help consumers make decisions about how to finance their child's or family member's education.

With your consent, Abt may capture audio recording of this interview and images of your screen which may include video images. Recordings will not be shared with the Bureau. The Bureau will only receive aggregated and de-identified information. The Bureau will publish summaries of aggregate findings in a public report. Direct identifying information will be kept private except as required by law.

Participation is voluntary.

Disclosure and Informed Consent

The information you share with us today will help the CFPB and Abt build a family college planning tool. We will not share your name or other information that could identify you in our reporting. Before we begin, can you confirm that you consent to this interview?

- Yes *[Thank them, proceed to recording consent.]*
- No *[Thank them for their time, indicate result in spreadsheet.]*

We would like to record this interview through the WebEx software we're using today. The recording will capture everything on the screen (including your video if you have it turned on) as well as the audio from this meeting. The recording will be used only by our research team to prepare a report for CFPB and to revise the draft tool. Is it ok with you that we record the interview?

- Yes *[Thank them, begin recording.]*
- No *[Say it is no problem, do not record.]*

Please also allow me to introduce my colleague(s), _____. He/she/they is here to take notes. I'll also have our colleagues from the CFPB introduce themselves. They may also ask additional questions at the end of this interview.   From time to time he/she/they may ask a question or for clarification about something we are discussing.

Do you have any questions before we begin?

- Yes *[Answer all their questions. Make a note of the questions to share with the other interviewers.]*
- No

Part 2: Interview Questions

OMB Control Number: 3170-0024

Expiration Date: 5/31/2022

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor a collection of information, nor is a person required to respond to a collection of information unless it displays a valid OMB control number. The time burden required to complete this collection of information is estimated to be one hour per response. Comments regarding this collection of information (e.g comments regarding the time burden per response, suggestions for reducing the time burden per response, and/or suggestions for maximizing the utility of the collected information) should be submitted to the Consumer Financial Protection Bureau at CFPB_PRA@cfpb.gov.

Interview details: *[Fill in before starting the interview.]*
Interviewee ID:

Date:
Interviewer name:
Note-taker name:

A. Presentation of College Planning Lifecycle Map, College Planning Tool, and Think Aloud Example (3-7 minutes)

A.1 For this activity, we'd like you to think about the student that you are considering helping with college. Then we'll show you the first tool. This tool consists of a two-page infographic identifying key points in the college financing decision process and provides information for family members to consider

at each point along the path. This tool is meant to help family members understand where they are in the process and what steps to take as their student grows.

> We'd like you to think aloud as you review and use the document. Thinking aloud is just as it sounds – as you review the infographic, we'd like you to continuously tell us what you're thinking and explain your decisions for reading different parts and selecting appropriate resources.

A.2 Now, before we begin the think aloud activity, let's have you practice thinking aloud with a practice example. To practice thinking aloud, could you please describe how you would look up something on the internet about a city you want to visit? Please use the think aloud method to work through your response.

B. Think Aloud Activity –Life Cycle Map (5-10 minutes)

B.1 Now, tell us about the student you are considering helping with college. For example, what grade are they in now? Now we'll ask you to use the think aloud method to walk us through how you would use this infographic in that scenario.

> [*Paste image link in chat box.* Please click the link to the image that we just put into the chat box. Now, please share your screen with me by clicking "Share" on the control bar on your screen.

> Now, I'll listen and watch as you think aloud while using this tool. *[See probes below to help participant think aloud.]*

Potential probing questions for B.2-B.5 if participant needs help thinking aloud:

      a.   What are you seeing? What are you thinking?

      b.   What are you looking for now? Why?

      c.   Are you finding information that's useful? What would make it more useful?

      d.   Are you having a hard time trying to find something you want to know? What's missing?

      e.   What stands out about this tool?

B.2 Now I'd like you to try another scenario and imagine that the student you are considering helping with college is in (middle school or high school) [*Give a grade level and grade that is different from the first scenario*]

C. Impressions of College Planning Lifecycle Map (10-15 minutes)

Thanks for sharing your screen and walking us through your process of finding the information necessary for the scenarios we shared. That was really helpful for us to hear your thoughts and watch you use the tool. Now, I want to shift to discuss your experience using this document.

C.1 Now that we've gone through those scenarios, does the image makes sense to you? Does it help strengthen your knowledge /understanding of the college financial decision-making process? Why or why not? What would have made the tool better? *(Appropriateness, Comprehension, Efficiency, Appeal, Contribution)*

> *Potential probing questions:*

      a.   To what extent is the information clear and easy to understand? Did you find that any of the language difficult to understand? Confusing?

b. What did you think about the design and presentation, such as the flow of text on the page, the headings, and colors? How easy is it to use? How engaging is it? What stood out to you?

c. Do you think the infographic is useful to your college planning process? Why or why not? In what ways?

d. What do you think about the amount of text in the graphic? Too little? Too much? Did you feel like it took you too long to get through the tool?

e. Had you heard of the Consumer Financial Protection Bureau (CFPB) before?

o If yes, do you consider the CFPB a good source for financial information?

o If yes, did you know that they have resources specifically tailored for the college planning?

o If no, would you seek information from the CFPB about other financial topics, after seeing this infographic?

C.4 How could this tool be improved? *(Appeal, Perceived effectiveness)*

Potential probing questions:

a. How well does this represent you? Can you see yourself in it? If not, what content or design elements would better speak to you?

b. Are there any stages that you think are missing?

c. Is there anything you would change about the infographic?

d. Would you send this to a friend or family member? Why or why not?

C.5. (*Visibility and accessibility*) How do you think you would find this tool? What search terms would you use? What is the best way to get the tool to you? Social media? College counselor? Pediatrician? Other ideas.

Potential probing questions:

a. What would you call this tool?

b. How would you suggest CFPB share this tool so that families could find it?

D. Think Aloud and Impressions of Widget (20-25 minutes)

Last, we want you to take a look at another tool designed for families. This tool returns text based on three user inputs: user's age, the age of their family member who would attend college, and if they are planning for one or multiple children. Based on these inputs the website provides relevant information for the user's situation including facts (did you know), suggestions for action (take action), suggestions for considerations (think about), and suggestions for discussion (discuss).

I'm going to send you a link to the tool via the chat box. Could you please click the link and share your screen with me, so we can both see what you're looking at.

*[After participant opens link and shares screen:] I'll give you a moment to input your information and then I'd like you to **think aloud** as you review the results of your input.*

Potential probing questions for B.2-B.5 if participant needs help thinking aloud:

a. What are you seeing? What are you thinking?

    b.   What are you looking for now? Why?

    c.   Are you finding information that's useful? What would make it more useful?

        Are you having a hard time trying to find something you want to know? What's missing?

    d.   What stands out to you?

D.1 What are your overall impressions of this tool? *(Appropriateness, Comprehension, Efficiency, Appeal, Contribution)*

Potential probing questions:

    a.   To what extent is the design and presentation of the tool clear and easy to understand?

    b.   How easy or difficult is the tool to use? What stood out to you or that you found engaging?

    c.   To what extent ss the information that was provided to you based on your input useful? (facts, take action, things to think about/discuss)

        a.   Is there enough? Too much?

        b.   The right kinds of information?

        c.   Were certain types of information you wanted missing?

    d.   Do you think the information provided was clear and easy to understand? What, if any, of the language did you find difficult to understand or unclear?

    e.   Was the tool helpful to you in your college financing decision-making process? How?

    f.   What do you think about the length of time that it took you to use this? Was it faster or slower than expected?

D.2 How could the tool be improved? *(Appeal, Perceived effectiveness)*

    Potential probing questions:

    a.   How well does this tool answer questions you have? Can you see yourself in it? If not, what content or design elements would better speak to you?

    b.   Is there additional information that you think are missing from this tool?

    c.   Any other suggestions for improving this tool?

    d.   Would you send this tool to a friend or family member? Why or why not?

D.3 (*Visibility and accessibility*) How do you think you would find this tool? What search terms would you use? What is the best way to get the tool to you? Social media? College counselor? Pediatrician? Any other ideas?

    Potential probing questions:

  a.   What would you call this tool?

  b.   How would you suggest CFPB share this tool so that families could find it?

E. Wrap-up (3-5 minutes)

E.1 Finally, is there anything else you would like to share with us about the tools we discussed today that we haven't already discussed?

E.2 Now, I will check to see if my colleagues have any additional questions.

Thank you so much for sharing your insights with us today. We appreciate your time and feedback.

[*Stop recording, if recording]* As you might remember, we'll be sending you a $75 Visa gift card in appreciation of your time today. Can you give me the best email address where we should send you the gift card?

B.3. User Testing Protocol – Worksheet

Part 1: Introduction and Consent (5 minutes)

Hi, I'm [NAME], a researcher from Abt Associates. Abt is conducting research for the Consumer Financial Protection Bureau (CFPB). As part of its mission to empower and protect consumers in the financial marketplace, the CFPB conducts research on strategies, tools, and educational content to help consumers make informed financial decisions.

During today's interview, we'll be asking you for feedback on a tool the CFPB created for families wanting to save and pay for college. It is designed to help borrowers understand their monthly payments and how they can pay down loans faster.

We are hoping to gain insights from your personal experience to inform the final development of the tool.

You'll receive a $75 incentive in appreciation of your time.

Computer Access

A laptop or desktop computer and internet access is needed for this interview because the tool we will look at together is online and it is not optimized for a smart-phone or tablet.

Have you joined this videoconference from a computer?

[IF YES:] Wonderful. In case we have any connectivity issues and accidentally get disconnected, what would be the best way for me to re-contact you? *[Record information in a secure form and proceed disclosure and informed consent.]*

[IF NO:] Would it be possible for you to switch to an internet-enabled computer for this call?

> *[IF YES:]* Great! I'll help you get set up there and then we can continue the interview. In case we have any connectivity issues and accidentally get disconnected, what would be the best way for me to re-contact you? *[Record information in a secure form and proceed disclosure and informed consent.]*

> *[IF NO:]* That's okay. For the interview I was planning on doing today, a computer is needed. Would you be able to access a computer with internet access during another time so that we can reschedule? [IF YES, reschedule] [IF NO] We appreciate your time. Unfortunately, for this interview we require participants to have access to a computer to be able to do a screen share.]

Privacy Notice

The information you provide to Abt Associates (Abt) will contribute to the development of a Consumer Financial Protection Bureau (Bureau) tool to help consumers make decisions about how to finance their child's or family member's education.

With your consent, Abt may capture audio recording of this interview and images of your screen which may include video images. Recordings will not be shared with the Bureau. The Bureau will only receive aggregated and de-identified information. The Bureau will publish summaries of aggregate findings in a public report. Direct identifying information will be kept private except as required by law.

Participation is voluntary.

Disclosure and Informed Consent

The information you share with us today will help the CFPB and Abt build a family college planning tool. We will not share your name or other information that could identify you in our reporting. Before we begin, can you confirm that you consent to this interview?

- Yes *[Thank them, proceed to recording consent.]*
- No *[Thank them for their time, indicate result in spreadsheet.]*

We would like to record this interview through the WebEx software we're using today. The recording will capture everything on the screen (including your video if you have it turned on) as well as the audio from this meeting. The recording will be used only by our research team to prepare a report for CFPB and to revise the draft tool. Is it ok with you that we record the interview?

- Yes *[Thank them, begin recording.]*
- No *[Say it is no problem, do not record.]*

Please also allow me to introduce my colleague(s), _____. He/she/they is here to take notes. I'll also have our colleagues from the CFPB introduce themselves. They may also ask additional questions at the end of this interview.   From time to time he/she/they may ask a question or for clarification about something we are discussing.

Do you have any questions before we begin?

- Yes *[Answer all their questions. Make a note of the questions to share with the other interviewers.]*
- No

Part 2: Interview Questions

OMB Control Number: 3170-0024

Expiration Date: 5/31/2022

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor a collection of information, nor is a person required to respond to a collection of information unless it displays a valid

Interview details: *[Fill in before starting the interview.]*
Interviewee ID:

Date:
Interviewer name:
Note-taker name:

A. Presentation of Monthly Payment Worksheet, Extra Payment Calculator, and Think Aloud Example (3-7 minutes)

A.1 For this activity, you'll be using an interactive Excel worksheet where users input information about themselves and the financing method they're considering. Based on these inputs, the worksheet calculates and graphs future borrowing costs. The worksheet also returns customized text to explain the results the tool produces based on the user's inputs.

We'd like you to think aloud as you review and use the document. Thinking aloud is just as it sounds – as you use the worksheet, we'd like you to continuously tell us what you're thinking and explain your decisions for reading different parts and inputting information.

A.2 Now, before we begin the think aloud activity, let's have you practice thinking aloud with a practice example. To practice thinking aloud, could you please describe how you would look up something on the internet about a city you want to visit? Please use the think aloud method to work through your response.

B. Think Aloud Activity – Monthly Payment Worksheet (5-10 minutes)

B.1 [*Paste link in chat box.*] Please click the link to the worksheet that we just put into the chat box. Now, please share your screen with me by clicking "Share" on the control bar on your screen.

Now, I'll listen and watch as you think aloud while using this worksheet. *[See probes below to help participant think aloud.]* To get started please input the requested information and remember to think aloud as you review the results based on your inputs.

Potential probing questions if participant needs help thinking aloud:

      a.   What are you seeing?

      b.   What are you thinking?

      c.   Are you finding information that's useful? What would make it more useful?

      d.   Do you know what you should do next? What would make it more user friendly?

      e.   What stands out about this tool?

B.2 Now I'd like you to try changing the information about what you will be borrowing

C. Impressions of Monthly Payment Worksheet (10-15 minutes)

Thanks for sharing your screen and walking us through the process of using the worksheet. That was really helpful for us to hear your thoughts and watch you use the tool. Now, I want to shift to discuss your experience using this document.

C.1 Now that you've had a chance to use the worksheet does the worksheet makes sense to you? Does it help strengthen your knowledge/understanding of the college financial decision-making process about borrowing? Why or why not? *(Appropriateness, Comprehension, Efficiency, Appeal, Contribution)*

> *Potential probing questions:*

a. To what extent is the information clear and easy to understand? Did you find that any of the language difficult to understand? Confusing?

b. What did you think about the design and presentation, such as the flow of text on the page, the graph, the headings, and colors? How easy is it to use? How engaging is it? What stood out to you?

c. Do you think the information is useful to your college planning process? Why or why not? In what ways?

d. How well do you understand your least and most risky/expensive options, compared to before you used this worksheet?

e. What do you think about the length of time that it took you to input the information and review the results? Did you feel like it took you too long to get through the tool?

f. Had you heard of the Consumer Financial Protection Bureau (CFPB) before?

> o If yes, do you consider the CFPB a good source for information on financial topics?
>
> o If yes, did you know that they have resources specifically tailored for the college planning?
>
> o If no, would you seek information from the CFPB about other financial topics, after seeing this infographic?

C.4 How could this tool be improved? *(Appeal, Perceived effectiveness)*

> *Potential probing questions:*

a. How well does this represent you? Can you see yourself in it? If not, what content or design elements would better speak to you?

b. Is there additional information that you think is missing?

c. Is there anything you would change about the way the worksheet represents assessing your monthly payment options?

d. Would you send this tool to a friend or family member? Why or why not?

C.5. (*Visibility and accessibility*) How do you think you would find this tool? What search terms would you use? What is the best way to get the tool to you? Social media? College counselor? Any other ideas?

Potential probing questions:

a. What would you call this tool?

b. How would you suggest CFPB share this tool so that families could find it?

D. Think Aloud and Impressions of Payment Calculator (5-10 minutes)

Now, let's look at the "Extra Payment" tab. I'll give you a moment to input your information and then I'd like you to **think aloud** *as you review the results of your input.*

Potential probing questions if participant needs help thinking aloud:

    a. What are you seeing?

    b. What are you thinking?

    c. Are you finding information that's useful? What would make it more useful?

    d. Do you know what you should do next? What would make it more user friendly?

    e. What stood out to you about this tool?

Now I'd like you to try changing the amount of your extra monthly payment and keep using the think aloud method as you review the results of your input.

D.1 What are your overall impressions of this tool? *(Appropriateness, Comprehension, Efficiency, Appeal, Contribution)*

    Potential probing questions:

    a. To what extent is the information clear and easy to understand? Did you find that any of the language difficult to understand? Confusing?

    b. What did you think about the design and presentation, such as the flow of text on the page, the headings, and colors? How easy is it to use? How engaging is it? What stood out to you?

    c. Do you think the information is useful to your college planning process? Why or why not? In what ways?

    d. What do you think about the length of time that it took you to input the information and review the results? Did you feel like it took you too long to get through the tool?

D.2 How could the worksheet be improved? *(Appeal, Perceived effectiveness)*

    Potential probing questions:

    a. Is there additional information that you think is missing from this tool?

    b. Any other suggestions for improving this tool?

E. Wrap-up (3-5 minutes)

E.1 Finally, is there anything else you would like to share with us about the tools we discussed today that we haven't already discussed?

E.2 Now, I will check to see if my colleagues have any additional questions.

Thank you so much for sharing your insights with us today. We appreciate your time and feedback.

[*Stop recording, if recording*] As you might remember, we'll be sending you a $75 Visa gift card in appreciation of your time today. Can you give me the best email address where we should send you the gift card?