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Acknowledgments

The following evaluation report was supported by Consumer Credit Counseling Service of the Black Hills and the American Center for Credit Education in Rapid City, South Dakota. The success of this report required the efforts of a group of individuals dedicated to helping people become better managers of their personal finances.

The following persons are being acknowledged for their special contributions to the Credit When Credit is Due (CWCID) program and to the evaluation process that contributed to this report.

Paul Strassels ...................... Author & Inspiration for CWCID

Consumer Credit Counseling Service of the Black Hills Board of Directors:

Jamie Al-Haj Harold Jansen Dennis Schroedtter
Brett Distel Nyla Knigge Todd Schweiger
Angie Einerwold Patricia Link Dave Semerad
Nancy Hook Katherine Miller Dennis Whetzal
Lisa Anderson Dave Mortimer Claudia Vucurevich

Consumer Credit Counseling Service of the Black Hills Staff:

Bonnie Spain ......................... Chief Executive Officer
Bill Edyvean ......................... Director of Community Education
Pat Allen ......................... Client Services Specialist
Theresa Booher ......................... ACCE Assistant
Debra Culp .................. Counselor
Don Doney .................. Certified Consumer Credit Counselor
Elaine Grauel .................. Administrative Specialist
Barbara Hamilton .................. Director of Operations
Cara Johnson .................. Assistant Director
Kristen Levander .................. Certified Consumer Credit Counselor
Bonnie Muzzy .................. Director of Counseling
Conrad Otterness .............. Pierre Area Branch Manager
A special acknowledgment and thank you are given to Patricia Link of Wells Fargo Bank, Barbara Garcia of U.S. Bank, and Chad Canaan of the Skills Development Center in Rapid City for assistance in the evaluation process.
Executive Summary

The *Credit When Credit Is Due* program is based on Paul Strassels' book by the same name. It was written to help individuals to become knowledgeable and better managers of their personal finances. The program is a series of twelve lessons or sessions that covers a wide range of topics from credit and debt management to handling personal finances responsibly.

In order to determine if the program has made an impact on those who have completed the program, the *American Center for Credit Education* (ACCE) commissioned an independent evaluation of the program. The *Institute for Educational Leadership & Evaluation*, a project of the Chiesman Foundation and an independent program evaluation organization, performed the study between January and May 2001. Three thousand (3,000) *Credit When Credit Is Due* graduates were randomly selected from the ACCE database to complete a questionnaire regarding the program. Over 979 surveys were returned at a response rate of 32.6%.

The respondents were located in 31 states. Ages ranged from 16 to 74 years of age with an average age of 39.1 years. Females made up the largest percentage of respondents at 67.9%. Sixty-nine percent (68.8%) of the respondents had one or more years of college or technical education. Over eight percent (8.4%) had a masters or higher degree. The majority of respondents were Caucasian with 23.8% being of minority ethnicity.

Although the evaluation process asked many questions about the program, it focused on answering four major questions:

1. After completing the *Credit When Credit Is Due* program did your payment history change?
2. Did your credit standing improve after completing the *Credit When Credit Is Due* program?
3. Would you recommend this program to other individuals?
4. What would you change in the program?

In response to the first question, it was found that there was a statistically significant change in the way individuals pay bills on time after completing the *Credit When Credit Is Due* program. There was a 96.2% increase by program graduates when it came to paying their bills on time.

In response to the second question, the study found that there was a statistically significant change in the individuals’ credit standing. Over 37.3%
of the respondents indicated a positive change in their credit rating from poor to an improved rating.

Over ninety-eight percent (98.7%) of the respondents would recommend *Credit When Credit Is Due* to another person. Only 7.8% of those with positive responses would make changes in the program. Some of the changes recommended by the graduates included making the course more demanding, having more discussion time, and providing more information about credit reports.

Other significant findings in the *Credit When Credit Is Due Evaluation Report* are:

- 79.4% of the respondents completed the course through home study.
- The majority of the respondents took the course as part of a debt management program and to gain personal financial education and information.
- 91.2% of the male respondents are making progress or achieving their financial goals.
- 98.0% of the female respondents are making progress or achieving their financial goals.
- After completing *Credit When Credit Is Due*, 90.7% believe they have a better understanding of personal finances.
- After completing *Credit When Credit Is Due*, 87.7% pay their bills on time.
- 85.7% have developed more confidence about handling their money after completing the course.
- 43.0% of the respondents learned about the program from their credit counselor and 30.0% learned about the program from their insurance agent.
- 53.4% would like to take an advanced course on investing.

Overall, the evaluation results substantiated that the *Credit When Credit Is Due* program is making a difference in the lives of the individuals who complete the course. The high percentage of graduates who would recommend this course to another person confirms the value graduates place on the program.
Overview

This study was conducted to determine if the *Credit When Credit Is Due* (CWCID) program is making a difference for those who complete the course in the management of their personal finances. Additionally, the evaluation process was commissioned to discover information and support for making program and course improvements and modifications wherever it is necessary.

The survey technique was employed because it was the best way to get the information needed from a sample of CWCID graduates located throughout the United States. The questionnaire was designed collaboratively by the Institute for Educational Leadership & Evaluation and the American Center for Credit Education. The expectations and attributes of the questionnaire included information about the respondent (demographics), satisfaction with the program, determination if the program had made a difference in handling personal finances, and requests from graduates for improving the program.

The results of this study will be presented to the American Center for Credit Education and its associates for developing future program improvement strategies, substantiating the effectiveness of the *Credit When Credit Is Due* program, marketing the program to other agencies and institutions, and developing a baseline study to compare future studies of the same or similar program. All data collected and its analyses were performed by an independent external evaluator with no predisposition by the American Center for Credit Education for a particular conclusion or result.

Background

The *Credit When Credit Is Due* program is a 12-lesson course designed “to help individuals gain a better knowledge of money issues and responsibilities revolving around the world of credit.” It can be taught by a teacher or self-taught through the self-paced learning process or through the Internet. Upon completion of each lesson, the student is tested on his or her mastery of the topic. Each test is graded on a pass/fail scale. To pass 70% of the answers must be correct. A fail grade encourages the student to review and repeat the lesson, with special emphasis on areas of weakness.

The 12 lessons included in the course are:

1. **The Facts Of Life**: What you need to know to get along as a financially responsible adult.

2. **Living On The Edge**: How to budget and save your money, and plug your spending leaks.
3. **To Borrow Or Not To Borrow**: How to decide if you should pay cash or borrow the money you need.

4. **So You Have Decided To Borrow Some Money**: How to get through the credit-granting process once you have made the decision to borrow.

5. **The Terms Of The Deal**: How to determine if you are getting the deal you have bargained for.

6. **Auto Loans And Leases**: One of the toughest deals to negotiate.

7. **Home Sweet Home**: The largest debt you are likely to ever have.

8. **Credit Cards And Other Loans**: What you need to know about credit cards, personal signature loans, etc.

9. **You’ve Got Trouble When**: How to tell when you may have a problem.

10. **When You Fall Behind**: Dealing with delinquency and bill collectors.

11. **Bankruptcy**: The ultimate credit overload.

12. **Building And Rebuilding Your Credit**: How to establish good credit when you have no credit history or even a bad credit past.

Since this financial credit education program helps individuals gain a better knowledge and understanding of money issues and credit, financial institutions and others encourage all individuals to complete this course. Program graduates have established a record of being better prepared to manage their finances and credit history. Creditors recognize this enhanced financial competency through favorable loan terms and other incentives.

The program, which began in Rapid City in 1998, is being used throughout South Dakota and 42 other states. The program is based on Paul Strassels’ book, “Credit When Credit Is Due.” He developed the lessons as a result of his experience working as a personal financial analyst and commentator on the subjects of taxes, consumer credit issues, and other relevant topics. In writing the *Credit When Credit Is Due* book, Mr. Strassels included the input of a 22 member advisory panel representing banks, credit unions, finance companies, bankruptcy attorneys and trustees, credit counselors, consumer educators, and consumers. All of the personal stories found in the book are based on actual events and field cases.

As a result of this effective program, substantiated in this evaluation report, many other partner organizations are in the process of implementing this
program within their respective regions and states. This is being accomplished with the training and support of the American Center for Credit Education.

**Methodology**

A random sample of 3,000 graduates of the *Credit When Credit Is Due* program from February 1998 to March 2001 was selected from the American Center for Credit Education (ACCE) database located in Rapid City. Each graduate was mailed a questionnaire about the program and asked to respond to how the program has impacted his or her practice and understanding of personal financial management. The randomly selected graduates were asked to complete the questionnaire within a two week period. After ten days, the graduates were sent a reminder card to submit the completed questionnaire if they had not done so yet. The procedures resulted in 979 returns with a response rate of 32.6%.

The data was collected and analyzed using the Minitab Statistical System. The analyses included the construction of frequency distribution tables and testing of a set of hypotheses to determine statistical significance and change at the $\alpha = 0.02$. Statistical tests include matched pair t-tests and chi-square tests for association between variables.

The procedures were designed to obtain high statistical power based on sample size, significance (alpha level), and observed effect. The statistical power for this study was computed to be 0.90 at an alpha level of 0.02.

In order to assure that proper interpretation and use of the information gathered through this survey was achieved calculations were performed for validity and reliability coefficients. Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from the survey results. "It is an integrated evaluative judgement of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of the inferences and actions based on the assessment techniques employed."  

Reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collecting. Reliability coefficient for this survey was computed to be 0.83 using the Kuder-Richardson formula (KR21). The coefficient of validity was calculated to be 0.79 using Cronbach methods.\(^1\)


Demographics

The respondents were located in 31 states with an average age of 39.1 years ($s = 11.6$). The range of ages was 16 to 74 years (See Table I). The gender composition was 67.9% female and 32.1% male. Table II shows the distribution for the level of education for the respondents.

### Table I

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 to 24</td>
<td>81</td>
<td>8.6%</td>
</tr>
<tr>
<td>25 to 34</td>
<td>305</td>
<td>32.2%</td>
</tr>
<tr>
<td>35 to 44</td>
<td>252</td>
<td>26.6%</td>
</tr>
<tr>
<td>45 to 54</td>
<td>202</td>
<td>21.4%</td>
</tr>
<tr>
<td>55 to 64</td>
<td>84</td>
<td>8.9%</td>
</tr>
<tr>
<td>65 to 74</td>
<td>22</td>
<td>2.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>946</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Table II

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>7</td>
<td>0.7%</td>
</tr>
<tr>
<td>High School but did not graduate</td>
<td>33</td>
<td>3.5%</td>
</tr>
<tr>
<td>High School</td>
<td>219</td>
<td>22.9%</td>
</tr>
<tr>
<td>GED</td>
<td>39</td>
<td>4.1%</td>
</tr>
<tr>
<td>Some college but no degree (certificate program)</td>
<td>289</td>
<td>30.3%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>121</td>
<td>12.7%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>167</td>
<td>17.5%</td>
</tr>
<tr>
<td>Masters degree</td>
<td>62</td>
<td>6.5%</td>
</tr>
<tr>
<td>Professional degree (J.D., M.D., D.O., etc.)</td>
<td>13</td>
<td>1.4%</td>
</tr>
<tr>
<td>Doctorate (Ph.D.)</td>
<td>5</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>955</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table III shows the ethnicity of the respondents. Caucasians (White) comprised 76.2% (n = 726) of the respondents followed by Blacks at 13.4% (n = 128). There were 1.0% (n = 10) who did not identify an ethnic group and 4.0% (n = 38) classified themselves as “Other”.

Table III

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian (White)</td>
<td>726</td>
<td>76.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>18</td>
<td>1.9%</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>23</td>
<td>2.4%</td>
</tr>
<tr>
<td>African American (Black)</td>
<td>128</td>
<td>13.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td>Other</td>
<td>38</td>
<td>4.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>953</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Figure A

*Ethnicity Distribution*
Table IV shows the current employment status of the respondents. Many of the respondents identified a combination of status. For example, a person could be full-time employed, but also a part-time student (1.7%). In some cases, individuals had two full-time jobs (3.0%), two part-time jobs (2.7%) or another combination of full-time and part-time employment status (13.6%).

Table IV

Employment Status Distribution of Respondents

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-Time</th>
<th></th>
<th>Part-Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Student</td>
<td>36</td>
<td>3.7%</td>
<td>49</td>
<td>5.1%</td>
</tr>
<tr>
<td>Job</td>
<td>742</td>
<td>75.5%</td>
<td>115</td>
<td>11.9%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>39</td>
<td>4.0%</td>
<td>49</td>
<td>5.1%</td>
</tr>
<tr>
<td>Home</td>
<td>43</td>
<td>4.4%</td>
<td>4</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>7</td>
<td>0.7%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Retired</td>
<td>37</td>
<td>3.8%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>79</td>
<td>8.0%</td>
<td>750</td>
<td>77.6%</td>
</tr>
<tr>
<td>Total</td>
<td>983</td>
<td>100%</td>
<td>967</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure B

Employment Distribution

- Job (53.00%)
- Student (22.58%)
- Self-Employed (22.58%)
- Home (1.94%)
- Retired (4.09%)
- Unemployed (0.77%)
- Full Time (4.73%)
- Part Time (3.01%)

Page 10
Table V shows the size of household. The size reported includes the respondent plus other members including spouses, children, and other relatives living within their respective household. Twenty-three percent (23.0%) of the respondents were living alone. Four percent (3.7%) of the respondents had six or more members within a single household.
Findings

Reasons & Methods For Taking CWCID

Over 99.0% (n = 943) of the respondents completed *Credit When Credit Is Due (CWCID)* in English while the remainder used the Spanish version. The methods used in the delivery of the course varied. Table VI shows how the respondents completed the course. In some cases, the respondents used a combination of delivery methods (6.0%).

Table VI

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom environment with an instructor</td>
<td>122</td>
<td>12.8%</td>
</tr>
<tr>
<td>Self-study using the Internet</td>
<td>3</td>
<td>0.3%</td>
</tr>
<tr>
<td>Home study only</td>
<td>757</td>
<td>79.4%</td>
</tr>
<tr>
<td>A combination of self-study &amp; classroom</td>
<td>57</td>
<td>6.0%</td>
</tr>
<tr>
<td>Audio-tapes</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other: One-on-one (tutors)</td>
<td>13</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>953</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The reasons given for enrolling in *Credit When Credit Is Due* are listed in Tables VII and VIII according to gender and ethnicity. The majority of the female respondents (52.7%) enrolled in *Credit When Credit Is Due* as part of a debt management plan followed by the desire to obtain personal financial education. The male respondents had a similar but lower response rate. Other reasons for enrolling in *Credit When Credit Is Due* included taking the class as part of a job requirement, getting insurance, avoiding utility deposits, and receiving lower interest rates on loans.
### Table VII

**Reasons For Enrolling In CWCID**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>To gain personal financial education and information</td>
<td>130</td>
<td>42.5%</td>
</tr>
<tr>
<td>To receive financial incentives (lower interest rates, better credit ratings, etc.)</td>
<td>111</td>
<td>36.3%</td>
</tr>
<tr>
<td>As part of a debt management program</td>
<td>143</td>
<td>46.7%</td>
</tr>
<tr>
<td>To get insurance</td>
<td>109</td>
<td>35.6%</td>
</tr>
<tr>
<td>Other (see Appendix A)</td>
<td>23</td>
<td>7.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>306</td>
<td></td>
</tr>
</tbody>
</table>

### Figure C

**Enrollment by Ethnicity**

[Bar chart showing enrollment by ethnicity for different reasons, such as Financial Education, Debt Management, Incentives, and Get Insurance, with various ethnic groups represented.]
The minority ethnic groups reported enrolling in CWCID to gain personal financial education and information (54.5%). The majority of the White and Black respondents indicated that they enrolled in CWCID for the purpose of debt management. One-third of the respondents stated that enrolling in CWCID would help them receive some financial incentives including lower interest rates and better credit ratings for loans.

### Table VIII

Reasons For Enrolling In CWCID By Ethnicity

<table>
<thead>
<tr>
<th>Reasons</th>
<th>White</th>
<th></th>
<th>Asian</th>
<th></th>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>To gain personal financial education and information</td>
<td>325</td>
<td>44.8%</td>
<td>63</td>
<td>49.2%</td>
<td>54</td>
<td>54.5%</td>
</tr>
<tr>
<td>To receive financial incentives (lower interest rates, better credit ratings, etc.)</td>
<td>242</td>
<td>33.3%</td>
<td>51</td>
<td>39.8%</td>
<td>38</td>
<td>38.4%</td>
</tr>
<tr>
<td>As part of a debt management program</td>
<td>377</td>
<td>51.9%</td>
<td>74</td>
<td>57.8%</td>
<td>37</td>
<td>37.4%</td>
</tr>
<tr>
<td>To get insurance</td>
<td>193</td>
<td>26.6%</td>
<td>44</td>
<td>34.4%</td>
<td>22</td>
<td>22.2%</td>
</tr>
<tr>
<td>Other (see Appendix A)</td>
<td>59</td>
<td>8.1%</td>
<td>10</td>
<td>7.8%</td>
<td>9</td>
<td>9.1%</td>
</tr>
<tr>
<td>Total</td>
<td>726</td>
<td></td>
<td>128</td>
<td></td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

**Making A Difference**

The major reason for this study is to determine if completing the *Credit When Credit Is Due* program is making a difference for the graduates. In order to answer this inquiry, a set of questions were asked of the respondents to test two hypotheses. (1) My payment history has changed after completing CWCID and (2) My credit standing has improved since completing CWCID.

Payment history is defined as whether or not an individual is paying his or her bills on time. A rating scale was developed to correspond to how individuals paid bills before enrolling in CWCID and after completing CWCID. The ratings ranged from paying bills on time to rarely paying bills on time. Table IX shows the distribution of the responses. A matched paired t-test showed that there was a positive significant change in payment history for the respondents ($t = 23.65, p < 0.0001$). There was a **96.2%** change in the practice of paying bills on time after completing the course.
Credit standing is defined in this study as the perceived or actual rating determined by a person’s credit report. The rating scale ranged from not seeing an individual credit report to seeing an improved credit report. Table X shows the distribution of the responses to this question. A matched pair t-test showed that there was a positive significant change in the improvement of individual credit reports ($t = 2.66, p < 0.008$). Thirty-seven percent (37.3%) of the respondents indicated a positive change in their credit rating from poor to an improved rating. One-fourth of the respondents did not see or review their credit report to determine if there was any change in their credit rating.

### Table IX
**Payment History**

<table>
<thead>
<tr>
<th>Payment</th>
<th>Before</th>
<th></th>
<th>After</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>I pay my bills on time.</td>
<td>428</td>
<td>45.3%</td>
<td>842</td>
<td>88.9%</td>
</tr>
<tr>
<td>I occasionally pay my bills on time.</td>
<td>394</td>
<td>41.7%</td>
<td>84</td>
<td>8.9%</td>
</tr>
<tr>
<td>I rarely pay my bills on time.</td>
<td>101</td>
<td>10.7%</td>
<td>11</td>
<td>1.2%</td>
</tr>
<tr>
<td>I do not pay my bills in my household.</td>
<td>22</td>
<td>2.3%</td>
<td>10</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>945</td>
<td>100%</td>
<td>947</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Table X
**Credit Status**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Before</th>
<th></th>
<th>After</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>I have not seen my credit report.</td>
<td>256</td>
<td>26.9%</td>
<td>264</td>
<td>27.7%</td>
</tr>
<tr>
<td>My credit report was good or improved.</td>
<td>211</td>
<td>22.1%</td>
<td>340</td>
<td>35.7%</td>
</tr>
<tr>
<td>My credit report was poor or got worse.</td>
<td>363</td>
<td>38.1%</td>
<td>20</td>
<td>2.1%</td>
</tr>
<tr>
<td>I have seen my credit report and I did not understand it.</td>
<td>123</td>
<td>12.9%</td>
<td>20</td>
<td>2.1%</td>
</tr>
<tr>
<td>My credit report remained the same.</td>
<td>309</td>
<td>32.4%</td>
<td>309</td>
<td>32.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>953</td>
<td>100%</td>
<td>953</td>
<td>100%</td>
</tr>
</tbody>
</table>
Ninety-eight percent (98.0%) of the female respondents and 93.6% of the male respondents reported achieving their financial goals or were making progress toward achieving their goals (Table XI). This is supported by data provided in Table XII, which highlights attitudes and practices that contribute to good personal financial management.

### Table XI

<table>
<thead>
<tr>
<th>Response</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>94</td>
<td>30.7%</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>6.2%</td>
</tr>
<tr>
<td>Making Progress</td>
<td>185</td>
<td>60.5%</td>
</tr>
<tr>
<td>Total</td>
<td>306</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Achieving Financial Goals

*By Gender*

---

![Chart showing achieving financial goals by gender](chart.png)
Table XII

Personal Management Practices After Completing CWCID

<table>
<thead>
<tr>
<th>Practice</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>I have developed more confidence about handling my money.</td>
<td>817</td>
<td>47</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>85.7%</td>
<td>4.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>I have developed better budgeting skills</td>
<td>795</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>83.4%</td>
<td>7.3%</td>
<td>7.7%</td>
</tr>
<tr>
<td>I pay my bills on time.</td>
<td>836</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>87.7%</td>
<td>4.5%</td>
<td>5.6%</td>
</tr>
<tr>
<td>I can talk easily about money with others.</td>
<td>689</td>
<td>110</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>72.3%</td>
<td>11.5%</td>
<td>12.9%</td>
</tr>
<tr>
<td>I know what an appropriate debt level is for me.</td>
<td>805</td>
<td>28</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>84.5%</td>
<td>2.9%</td>
<td>10.7%</td>
</tr>
<tr>
<td>I understand the importance of saving money.</td>
<td>921</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>96.6%</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>I learned the importance of evaluating credit offers.</td>
<td>878</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>92.1%</td>
<td>2.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>I have a better understanding of personal financial terms.</td>
<td>864</td>
<td>16</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>90.7%</td>
<td>1.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td><strong>Averages</strong></td>
<td>817</td>
<td>43</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>85.7%</td>
<td>4.5%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

An average of 85.7% of the respondents had a positive experience regarding the handling of money and evaluating various financial considerations after completing the *Credit When Credit Is Due* program. Over ninety-six percent (96.6%) of the respondents had a better understanding of the importance of saving money and 92.1% learned the importance of evaluating credit offers. About 12% (11.5%) still had difficulty talking about money with others.

There was only one significant association found between gender and level of response for personal financial management after completing CWCID at alpha = 0.02. Females agreed that they had developed better budgeting skills upon completion of the CWCID program. Table XIII shows chi-square calculations for the association between the level of responses for practices and gender.
Table XIII
Personal Management Practices After Completing CWCID
Association Between Gender & Level of Positive Response

<table>
<thead>
<tr>
<th>Practice</th>
<th>Female</th>
<th>Male</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>I have developed more confidence about handling my money.</td>
<td>546</td>
<td>88.1%</td>
<td>257</td>
</tr>
<tr>
<td>I have developed better budgeting skills.</td>
<td>544</td>
<td>86.9%</td>
<td>237</td>
</tr>
<tr>
<td>I pay my bills on time.</td>
<td>556</td>
<td>89.1%</td>
<td>266</td>
</tr>
<tr>
<td>I can talk easily about money with others.</td>
<td>463</td>
<td>75.4%</td>
<td>213</td>
</tr>
<tr>
<td>I know what an appropriate debt level is for me.</td>
<td>539</td>
<td>86.5%</td>
<td>254</td>
</tr>
<tr>
<td>I understand the importance of saving money.</td>
<td>616</td>
<td>98.2%</td>
<td>292</td>
</tr>
<tr>
<td>I learned the importance of evaluating credit offers.</td>
<td>591</td>
<td>94.3%</td>
<td>274</td>
</tr>
<tr>
<td>I have a better understanding of personal financial terms.</td>
<td>575</td>
<td>92.7%</td>
<td>276</td>
</tr>
</tbody>
</table>

Averages  546  87.1%  259  86.8%

Recommendations

Over ninety-eight percent (98.7%) said that they would recommend the Credit When Credit Is Due program to another person. Only 1.3% gave a negative response. About 7.8% of the positive responses indicated that they would make a few minor changes to the program. Suggestions included making the course more demanding, more information for retired participants, more information about credit reports, and more discussion time. (Additional recommendations are listed in Appendix C.)

Marketing of the program was listed among the recommendations provided by respondents. They believed that younger people needed to have this course, but they did not exclude the importance of the course to anyone who needed to know more about personal financial management.
Table XIV shows how the respondents learned about the program. Forty-three percent (43.0%) of the respondents learned about the course from a credit counselor and 30.0% learned about CWCID from their insurance agent.

**Table XIV**

<table>
<thead>
<tr>
<th>Sources</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Institution</td>
<td>49</td>
<td>5.1%</td>
</tr>
<tr>
<td>Credit Counselor</td>
<td>410</td>
<td>43.0%</td>
</tr>
<tr>
<td>Newspaper or Magazine</td>
<td>17</td>
<td>1.8%</td>
</tr>
<tr>
<td>Radio</td>
<td>5</td>
<td>0.5%</td>
</tr>
<tr>
<td>Television</td>
<td>11</td>
<td>1.2%</td>
</tr>
<tr>
<td>Friend or Relative</td>
<td>64</td>
<td>6.7%</td>
</tr>
<tr>
<td>Insurance Agent</td>
<td>286</td>
<td>30.0%</td>
</tr>
<tr>
<td>Other: Internet, flyer, employer, social &amp; family services</td>
<td>102</td>
<td>10.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>953</td>
<td></td>
</tr>
</tbody>
</table>

Table XV lists the number of respondents that were interested in advanced financial courses. The majority of the respondents (53.4%) were interested in taking an advanced course on learning how to invest.

**Table XV**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investing</td>
<td>509</td>
<td>53.4%</td>
</tr>
<tr>
<td>Retirement</td>
<td>431</td>
<td>45.2%</td>
</tr>
<tr>
<td>Buying a house, car, or other major item</td>
<td>391</td>
<td>41.0%</td>
</tr>
<tr>
<td>Other: Budgeting, College, &amp; Business</td>
<td>57</td>
<td>6.0%</td>
</tr>
<tr>
<td><em>(See Appendix B)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>953</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

Reason For Enrolling in the Credit When Credit Is Due Program

KEEP INSURANCE & GAIN INFORMATION
RECEIVE STUDENT LOANS
POSITIVE STATEMENT ON CREDIT REPORT
CCCS/MT EMPLOYEE (5)
REQUIRED BY EMPLOYER (13)
CCCS BOARD MEMBER
ENHANCE CREDIT EDUCATION
LEARN RESOURCES
SEE HOW INSTRUCTION WAS
REFERRED BY INSURANCE COMPANY
TO FIND A JOB
I'M A CCCS COUNSELOR
HUSBAND DIED CREDIT DEBT
TO OBTAIN BETTER CREDIT
HOME PURCHASING PROGRAM
MAINTAIN GOOD CREDIT
HOME INSURANCE
MEMBER OF CCCS OF MT
TO ELIMINATE DEBT
TO GET & STAY OUT OF DEBT
TO START BUDGETING GROUP
BECOME CCCS INSTRUCTOR
TO UNDERSTAND CREDIT (2)
HELP FINANCIAL BIND
TO HELP CREDIT
TO HELP MYSELF
PART OF ACCOUNTING CLASS
THROUGH WORK
IT'S HIGHLY RECOMMENDED
GET HOUSE LOAN
ENCOURAGE OTHERS
GET STUDENT AIDE
CREDIT TEACHING BUSINESS
GAIN INFO FOR OWN CLASS
EVALUATE CONSUMER CREDIT
CONSUMER CREDIT COUNSEL
CONSOLIDATE CREDIT CARDS
MANDATORY FOR MY POSITION AT CREDIT COUNSELING AGENCY
CCCS
IS A CREDIT COUNSELOR
TO HELP OTHERS AVOID DEBT
RELEARN CREDIT CARD USE
GET MY CREDIT BACK
EVALUATE PROGRAM
BANK REQUIREMENT
DECREASE MY DEBT
GET RENTERS INS RENEWED
TO INSTRUCT OTHERS
TO KEEP GOOD CREDIT
REQUIREMENT FOR COLLEGE
USE IN HIGH SCHOOL
REQUIRED BY INSURANCE COMPANY
FROM PREVIOUS JOB
SPEND MY MONEY RIGHT IN COLLEGE
Appendix B

Possible Advanced Financial Courses

- Budgeting Plans
- Reinforcing Material
- Business Loans
- Not At This Time
- Paying for College
- Determined by Cost
- Car
- Credit Back on Track
- I Am OK At This Time
- All Valuable
- Divorced
- Live Comfortably
- More Advanced
- Owning a Business
- Managing Money
- Income Taxes
- Savings
- Insurance
- Good Credit Offers
- Credit Card
- Info on How Under Privileged People Gain Financial Wealth
- Refresher, Basics
- Bank Strategies
- A Class Where Someone Can Go Over Your Credit Reports & How to Improve Them
- Buying House
- No Dollars Left Over
- Saving Trust Fund
- Buying Car, Home
- Health Expenses
- Lower Credit Bills
- Tax Obligations
- College Investments
- Manage Money
- College Savings (2)
- Budgeting Class
- Don't Really Know Anything to Help
- How to Raise Dollars
- Get Better Credit
- 1 on 1 Credit Report
- Small Business
- How to Get Credit When You're Older & How to Lower Interest Rates
- Budgeting (2)
- Starting Business
- Repairing My Credit
- Better Financial Goals
Appendix C

What would contribute to the improvement of the Credit When Credit Is Due program.

GOOD PROGRAM - NEEDS TO CONCENTRATE MORE ON FINANCIAL PLANNING
DIFFERENT TIME TABLES AND POSSIBLY TWO DUE DATES FOR THOSE DOING HOME STUDY
VERY GOOD PROGRAM - I WISH I HAD IT WHEN I WAS YOUNGER
OPENED MY EYES TO FINANCIAL RESPONSIBILITY - I WILL RECOMMEND TO FRIENDS
TARGET ANYONE BUYING THEIR 1ST HOME, CAR, ETC & ALL TEENAGERS/COLLEGE STUDENTS
VERY HELPFUL
GOOD PROGRAM - EASY READING & TESTS - MADE ME FOCUS ON MY FINANCIAL PICTURE
PROGRAM SHOULD BE IN ALL THE HIGH SCHOOLS - LEARNED A LOT
EVEN THOUGH ADVERTISED, MOST PEOPLE DON'T KNOW MUCH ABOUT COURSE - NEED IT
MORE CLASSES IN AREA - MORE ON INVESTING, RETIREMENT, AND BUYING CAR, HOUSE, ETC
FINISHING THE COURSE, CHEAPEST WAY TO OBTAIN CREDIT REPORT,(GIVEN TO YOU)
GOOD PROGRAM IF YOU NEED MORE UNDERSTANDING ABOUT CREDIT
COURSE SHOULD BE A PREREQUISITE FOR INSURANCE, ETC - BEFORE TROUBLE HITS
COVER THE STEP BY STEP PROCESS TO IMPROVE CREDIT SCORES MORE THOROUGHLY
THIS IS THE BEST TOOL SHE'S SEEN FOR HER CLIENTS
NEED TO GET MORE YOUNG PEOPLE EXPOSED TO THIS BEFORE THEY GET SO FAR IN DEBT
WOULD HELP PEOPLE WITH DEBT PROBLEMS AND HAVE GOOD CREDIT.
LIKE IT THE WAY IT IS
LIKED THE SELF STUDY FORMAT BUT IT'S NOT FOR EVERYONE - WANTS ADVANCED COURSES
LEARNED A LOT AND ENJOYED THE SPEAKERS - WOULD LIKE MORE CLASS DISCUSSIONS
KNEW MOST OF THE MATERIAL BUT IT'S GOOD FOR THOSE WHO NEED IT
MS G. FROM WHITE PLAINS OFFICE HAS REALLY HELPED W/ MY FINANCIAL PROBLEMS
EVERYONE SHOULD TAKE THIS PROGRAM BEFORE THEY'RE APPROVED FOR CREDIT
MORE ON BUDGETING AND AUTO FINANCE (NEW VS USED)-SHOULD BE IN ALL ECONOMIC
CLASSES
SOME SPEAKERS WERE VERY POOR - SUCH AS IDW
GOOD PROGRAM-MOST PEOPLE DON'T KNOW ABOUT FINANCES & ARE TAKEN ADVANTAGE OF
EXPLAIN THAT CO-SIGNING OR BEING AN AUTHORIZED USER CAN AFFECT YOUR CREDIT TOO
NO CHANGES NEEDED - SHOULD SET UP A CLASS FOR YOUNG ADULTS - INCLUDE INVESTING
PEOPLE DON'T LIKE TO BE CRITICIZED WHEN THEY'RE HAVING MONEY PROBLEMS
EVERYONE GOING OUT ON THEIR OWN SHOULD ATTEND THIS BEFOREHAND
ALL HIGH SCHOOL AND COLLEGE STUDENTS SHOULD HAVE THIS COURSE
IT'S HARD TO FIND A JOB AND UNEMPLOYMENT DOESN'T ALWAYS WANT TO HELP
TOLD OTHERS ABOUT PROGRAM - OPENED MY EYES TO MY SPENDING HABITS
CCCS STAFF DID WONDERFUL JOB - VERY EFFICIENT AND EFFECTIVE
GREAT PROGRAM - VERY HELPFUL
SHOULD BE A REQUIRED HIGH SCHOOL COURSE
MY DEBT WASN'T DUE TO NOT PAYING BILLS BUT BECAUSE OF HER DIVORCE
CLASSROOM SETTING HELPFUL- NEVER WENT BEYOND A BASIC LEVEL - EXPAND CLASSES
VERY EDUCATIONAL
SOME OF THE SPEAKERS WERE EXCELLENT AND SOME WERE NOT
GREAT LESSONS, EASY TO READ & UNDERSTAND - HELPED MY FINANCIAL DECISION MAKING
EXCELLENT STUDY COURSE FOR YOUNG PEOPLE - SHOULD BE IN JR HIGH SCHOOLS
PROGRAM WAS GREAT
PROGRAM HELPED A LOT - NOW HAVE A BETTER PAYING JOB
PROGRAM IS THOROUGH AND INFORMATIVE - DOESN'T NEED IMPROVEMENT
SUPER PRESENTERS - DORIS MADE IT EASY TO ASK QUESTIONS AND NOT FEEL DUMB
CCCS DID A BETTER JOB THAN MY PREVIOUS COUNSELOR-HELPED A LOT-NEED TO ADVERTISE
HIGH SCHOOL STUDENTS SHOULD TAKE THIS PROGRAM. I LEARNED THINGS MYSELF, EVEN BEING A CREDIT COUNSELOR
RECOMMENDED TO CO-WORKERS - BANKRUPTCY LAWYERS SHOULD REFER BEFORE FILING
EXCELLENT FOR THOSE WHO NEED IT
LET A COUPLE BE ASSIGNED ONE REGISTRATION NUMBER
COURSE SHOULD BE OFFERED & ADVERTISED TO PEOPLE RIGHT OUT OF HIGH SCHOOL
NO IMPROVEMENTS -GOOD COURSE
MORE CLARITY ON COMPLETION DEADLINES - TOLD DIFFERENT DATES & WAS LATE
VERY INFORMATIVE - THOROUGH BUDGETING AND HOME BUYING INFO
PROGRAM IS FINE AS IS
GOOD PROGRAM-LEARNED MONEY MANAGEMENT & HOW TO ORGANIZE FINANCIAL PRIORITIES
THERE ARE NONE. I LOVE THE PROGRAM.
IT'S A GOOD PROGRAM, BUT ONLY FOR THOSE WHO NEED IT & I HAVE HIGH SCORES
GREAT PROGRAM-LEARNED THE IMPORTANCE OF PAYING BILLS ON TIME
THE EDUCATION WAS USEFUL, BUT IT WAS HARD TO EXPLAIN IT TO CREDITORS
WOULD LIKE TO SEE WHAT ANSWERS I GOT WRONG ON THE SELF TEST
THIS COURSE SHOULD BE AVAILABLE IN SCHOOL.
BANKS REALLY DON'T LOOK AT COMMENTS & PROGRAM COMPLETION - THEY SHOULD MORE
NEED MORE INSTRUCTION ON MONEY BEHAVIORS TO HAVE LONG-TERM BENEFIT
IT HAS DONE WONDERS FOR ME
MAYBE IT SHOULD UPDATE THE LATEST LAW RE:CHAPTER 13 AND 7
SHOULD HAVE THIS IN SCHOOL FOR EVERYONE - TELL THEM ABOUT CREDIT CARD PITFALLS
PROGRAM NEEDS TO BE IN SCHOOLS-ALWAYS LIVED PAYCHECK TO PAYCHECK UNTIL NOW
VERY BASIC INFO - MORE FOR PEOPLE WITH SERIOUS PROBLEMS - IT SPOKE DOWN TO ME
THANKS FOR THE VITAL INFO - NEED MORE TIME FOR QUESTIONS
GOOD PROGRAM - I LEARNED A LOT
$50 IS TOO MUCH FOR CW CID. I DIDN'T LEARN ANYTHING & THE CARD MEANS NOTHING TO THE
GAS CO.
DEAL W/ HOW TO IMPROVE BAD CREDIT - GEAR SECTIONS TOWARD MIDDLE AGE $ PROBLEMS
LIKED PROGRAM-NEED HELP GETTING CREDIT FASTER-OFFER UNSECURED $100 CREDIT CARDS
MADE AWARE OF FINANCIAL PROBLEMS - NEED TO KNOW MORE ON SAVING & MANAGING $
HOME STUDY WAS GOOD-NEED SHORTER VERSION FOR ONES TAKING IT JUST FOR
INSURANCE
FINE - MOSTLY COMMON SENSE - EVEN WITH THIS KNOWLEDGE, HARD TO DIG OUT OF $ HOLE
HELP READING CREDIT REPORT & FIXING INACCURATE INFO-NOTIFY CREDITORS OF
COMPLETION
GOOD CONTENT-NEED SEPARATE COURSES (BASIC & ADVANCED)-MAKE MORE ACCESSIBLE
HAD TO TRACK DOWN TEST RESULTS - SHOULD NOTIFY ABOUT GRADES PROMPTLY
HAVE MORE INCENTIVES TO TAKE THE CLASS, CREDIT CARD COMPANIES SPECIFICALLY
HELPED REGAIN CONFIDENCE AND SORTED OUT MY RIGHTS-BETTER PICTURE OF WHERE I AM
HELPED ME GET BACK ON TRACK - WILL CONTINUE TO REFER TO THE BOOK
PROGRAM IS A BLESSING - I'M PAYING ALL MY BILLS AND AM NOT AS STRESSED ANYMORE
GRATEFUL TO THE PROGRAM AND AM URGING MY KIDS TO READ THE BOOK
THE TEACHERS HAVE BEEN DOING THIS TOO LONG-WASN'T TREATED W/ DIGNITY OR RESPECT
WORTHWHILE COURSE - SHOULD BE TAUGHT IN HIGH SCHOOL
PROGRAM WAS EASY TO FOLLOW AND COMPLETE. THANK YOU.
HAVE PROGRAM WHEN NO BLIZZARDS OR -20 DEGREE WEATHER IS FORECAST
THIS IS A GREAT PROGRAM AND A GREAT SERVICE.
ENROLLED TO PREVENT CREDIT FROM GOING BAD - LEARNED A LOT - THANKS
VERY INFORMATIVE - LEARNED A LOT AND A LOT OF INFO WAS REINFORCED
THIS WILL IMPROVE OUR COMMUNITIES - BETTER CONSUMERS MEAN POSITIVE GROWTH
GREAT TEACHER
CLASS WAS VERY HELPFUL - LOST MY JOB AND THAT HAS REALLY HURT ME
CLASS IS AN ASSET TO ONE'S FUTURE - WOULD RECOMMEND IT TO ANYONE
CLASS SHOULD BE TAUGHT TO HIGH SCHOOL KIDS
GREAT PROGRAM - GREAT TEACHER - GREAT JOB
TEXT WAS EASY TO READ & QUIZZES WELL WRITTEN - AM A TEACHER & WILL USE THIS INFO
SHOULDN'T BE A FEE - UP TO THE CLIENT TO DONATE
IT DOESN'T MATTER TO CREDITORS HOW MANY COURSES YOU TAKE IF YOU ARE NOT PAYING ON TIME.
EXCELLENT PROGRAM WOULD RECOMMEND IT TO ANYONE.
BOOK IS A HANDY REFERENCE - LEARNED A TON - WILL NEVER HAVE ANOTHER CREDIT CARD
THANKS FOR THE OPPORTUNITY - LEARNED A LOT ABOUT FINANCES AND INTEREST RATES
BOOK REPEATED ITSELF A LOT - IT WAS IRRITATING AND ON A 12 YR OLD READING LEVEL
THE BOOK IS AN EXCELLENT RESOURCE. TOUGH QUESTIONS MAKE YOU THINK THROUGH.
EXCELLENT PROGRAM - ALTHOUGH $ MANAGEMENT IS COMMON SENSE, MANY DON'T GET IT
EXCELLENT PROGRAM - NO CHANGES- VERY EASY FOR SOMEONE WITH MY EDUCATION
MAKE THIS FORM SO IT FITS INTO THE ENCLOSED ENVELOPE
NOT WHAT I EXPECTED BUT DID OPEN MY EYES ABOUT SPENDING
WIFE COMPLETED THE COURSE WITH ME BUT I'M THE ONLY ONE WHO GOT A CERTIFICATE
THANKS & KEEP UP THE GOOD JOB - LEARNED TO BUDGET & TUNE OUT CONSUMERISM MEDIA
HOME STUDY GOOD BUT MISSED CLASSROOM 1 ON 1 - ABIDING BY STRICT BUDGET HARD
TOUGH ON FINANCE OPERATION, CAREER CHOICES TO COVER SPENDING, & SAVING
THANKS - GREAT LEARNING TOOL - MANY CAN BENEFIT FROM THE WORKBOOK
SOME TEST QUESTIONS WERE AMBIGUOUS.
INSIGHTFUL & INFORMATIVE - THANKS FOR ALL THAT WAS TAUGHT & THE GREAT BOOK
A DIVORCE RUINED MY CREDIT & I HAD TO FILE FOR BANKRUPTCY
GREAT PROGRAM - VERY INFORMATIVE - EXCELLENT SPEAKERS - WISH MY HUSBAND TOOK IT
NO BENEFIT ON CREDIT REPORT-CREDITOR'S DON'T GIVE COURSE GRADS MUCH CREDENCE
GREAT COURSE-NEEDED IT IN HIGH SCHOOL-SOME CREDIT AGENCY ADDRESSES OUT DATED
INTERESTED IN CWCD FOR HOME OWNERSHIP, BUT MORE GEARED TOWARD HOME
OWNERSHIP
THANKS - VERY EDUCATIONAL PROGRAM - SHOULD BE DONE SOONER
SOME PEOPLE FEAR MONEY-MIGHT HELP TO HAVE SOME ROLE PLAYING & MORE SPEAKERS
THINK THE PROGRAM IS A GOOD THING
CLASSES SHOULD BE PROVIDED FOR BEGINNING AND MORE ADVANCED UNDERSTANDING.
VIDEOS SHOWN SHOULD BE SHOWN FROM START TO FINISH
IT'S VERY GOOD AS IT IS!
"BUYING A HOME" CHAPTER SHOULD BE REQUIRED FOR ALL FUTURE BUYERS
VERY INFORMATIVE & GAVE A BETTER UNDERSTANDING OF CREDIT- NEED IT IN HIGH SCHOOLS
THE 3 CREDIT AGENCIES DIDN'T UNDERSTAND WHAT TO DO WITH THE CARDS I SENT THEM
CREDIT BUREAUS SHOULD HAVE ON-LINE ACCESS TO MOST RECENT GRADUATES
COUPLES SHOULD BE ABLE TO SHARE A REGISTRATION NUMBER
HAVING A SAVINGS PLAN IS ULTRA IMPORTANT - ANNOYED WITH BOOK'S EDITING MISTAKES
GREAT COURSE - I GREATLY RECOMMEND IT
BARELY MAKE ENOUGH MONEY TO COVER MY BILLS
SUGGEST THIS BE REQUIRED FOR HIGH SCHOOL SENIORS OR GED PEOPLE.
ANYONE CAN PAY THEIR BILLS IF THEY PUT THEIR NOSE TO THE GRINDSTONE LIKE I HAVE
A LOT OF GOOD INFO-NEED TO BE IN THE HIGH SCHOOLS-I'M STILL IN DEBT BUT MORE POSITIVE
GOOD PROGRAM-GREAT HELP BUDGETING, MANAGING MONEY- GAVE ME A 2ND CHANCE
I LIKED THE TEACHERS FROM THE PLACES IN TOWN THAT THE LESSONS WERE ABOUT
AWESOME COURSE. I RECOMMEND IT TO EVERYONE I KNOW
DIDN'T LIKE VIDEO TAPE SPEAKERS - REAL ONES ARE BEST - EXAMPLES WERE GOOD IN BOOK
PEOPLE SHOULD TAKE THE COURSE - IT REALY HELPS.
ENJOYED IT BUT WASN'T SURE WHERE I COULD USE THE CARD I RECEIVED
LIKED THE PROGRAM BUT IT DOESN'T HELP IMPROVE YOUR CREDIT-STILL CAN'T GET A LOAN
ONLY REASON TOOK CLASS WAS FOR THE DEBT MANAGEMENT PROGRAM
SHOULD BE MANDATORY FOR HIGH SCHOOL, COLLEGE STUDENTS, & MARRIED TEENAGERS

EXCELLENT COURSE - SHOULD BE MANDATORY FOR HIGH SCHOOL STUDENTS

OFFER TO MORE PEOPLE WHEN THEY'RE YOUNG OR WHEN COLLECTION AGENCIES CONTACT

NORWEST & OTHER BANKS DON'T WANT TO WORK WITH CCCS & ME- DISAPPOINTING

GOOD PROGRAM-SPEAKER HELPED ME UNDERSTAND-COMFORTABLE TO ASK QUESTIONS

WAS TOLD CREDIT UNION WOULD PAY 1/2 COST-CU NEVER HEARD OF COURSE & DIDN'T PAY

VALUABLE PROGRAM-EXPAND ON 401K, 403B, FLEX PLANS, TAXES, & SELF EMPLOYED

GOOD FOR MARRIED COUPLES TO TAKE THIS CLASS TOGETHER

NEED TIME FOR 1 ON 1 QUESTIONS - ALSO NEED SECTION ON LIFE INSURANCE

NEEDS INFO ON SCAMS--PEOPLE TAKING ADVANTAGE OF WOMEN & THE ELDERLY

I THINK IT IS GOOD THE WAY IT IS

HELPFUL & WORTHWHILE-CREDIT BUREAUS DON'T SEEM TO GIVE CREDIT FOR THIS COURSE

DIDN'T CHANGE MY SITUATION TOO MUCH BUT GAVE ME MORE CONFIDENCE & GUIDANCE

TESTS SHOULD NOT BE DONE TOGETHER IN CLASS. YOU COULD JUST ATTEND CLASS (EVEN

SLEEP THROUGH) , NOT READ BOOK & WRITE DOWN TEST ANSWERS AT THE END OF CLASS

LONGER CLASSES W/ MORE TIME FOR EXAMPLES & QUESTIONS - YEARLY REFRESHERS?

WONDERFUL CLASS - LONGER CLASSES - DIDN'T HAVE ENOUGH TIME FOR QUESTIONS

INFORMATION IS VALUABLE - IT SHOULD BE GIVEN TO HIGH SCHOOL STUDENTS.

SEND STATEMENTS EVERY 3 MOS-HAVE REPS CHECK ON PROGRESS-REINFORCE COURSE

TRY TO SELL THIS TO HIGH SCHOOLS SO STUDENTS CAN LEARN IT & PREVENT PROBLEMS

HIGH SCHOOL KIDS NEED THIS - I REALLY LEARNED THE VALUE OF HAVING GOOD CREDIT

THOUGHT THIS WOULD HELP WITH MY CREDITORS & CREDIT REPORT BUT IT HASN'T

EXCELLENT BOOK-EASY TO READ-SHOULD BE MANDATORY COURSE FOR HIGH SCHOOL KIDS

WILL TELL OTHERS HOW BENEFICIAL THIS COURSE IS - HUSBAND ISN'T WILLING TO BUDGET

IT HELPED ME TO UNDERSTAND MORE!

A HIGH SCHOOL COURSE WOULD BE HELPFUL. IT HELPS CCCS CLIENTS WHO COMPLETE.

NOTHING TO IMPROVE NOW

POSITIVE STATEMENT DID NOT APPEAR ON CREDIT REPORTS. IT"S A GOOD REFERENCE BOOK.

THANK YOU FOR HELPING ME - KEEP UP THE GOOD WORK

SHOULD BE OFFERED TO HIGH SCHOOL SENIORS & COLLEGE FRESHMEN-VERY HELPFUL

WISH I LEARNED THIS EARLIER-SHOULD BE TAUGHT IN HIGH SCHOOL OR PREREQUISITES FOR

CREDIT

I THINK THE COURSE IS FINE. IT CERTAINLY HELPED ME.

GREAT INFORMATIVE HELP!

IT IS DOING FINE AS IT IS

NEED INDIVIDUAL, FOLLOW UP CONSULTATION W/ INSTRUCTOR-GO OVER CREDIT REPORT

URGENCY TO BEGIN & COMPLETE THE PROGRAM NEED TO BE STRESSED MORE. PEOPLE LACK

DISCIPLINE TO FOLLOW THROUGH

PROGRAM HELPS YOUNG PEOPLE TO MANAGE THEIR DOLLARS BEFORE THEY MAKE BIG

MISTAKES

FLUCTUATING INCOME-HARD TO BUDGET-WHAT IF YOU CAN'T SAVE & YOU KEEP SINKING?

GOOD COURSE BUT BANKS DON'T CARE ABOUT IT OR THE NOTE ON REPORT-THEY SHOULD

GAINED A LOT OF KNOWLEDGE ON A LOT OF DIFFERENT THINGS

HAVE AVAILABLE TO PEOPLE AT A LOWER COST

GREAT PROGRAM-WOULD RECOMMEND IT TO EVERYONE-LEARNED A LOT STUDYING AT HOME

I LIKE THE USE OF LOCAL PEOPLE

PROGRAM IS TOO EXPENSIVE & A COUPLE SHOULD BE ABLE TO SHARE ONE REGISTRATION

NUMBER

MORE INFO IS NEEDED ON THE 3 CARDS TO THE CREDIT BUREAUS

A LIFE SAVER - LEARNED TO SAVE AND BUDGET MY MONEY!

PROGRAM IS VERY WELL DONE - PERSONAL VERY NICE & HELPFUL.

AM ALMOST DEBT FREE BECAUSE OF YOU - COURSE SHOULD BE MANDATORY IN SCHOOLS

SPLIT CLASS BY $ UNDERSTANDING-FINISH ALL VIDEOS-1 ON 1 CREDIT REPORT REVIEW

EXCELLENT PROGRAM - LEARNED A LOT FROM IT

BEST THING I EVER DID FOR MYSELF-THANKS-WISH I HAD THIS WHEN I WAS YOUNGER
QUARTERLY ANALYSIS OR REFRESHERS ON A CONTINUOUS BASIS UNTIL WE "GET IT ALL" REGRETTED HAVING TO PAY THE $50 WHEN ALREADY KNEW MATERIAL-GOOD REFRESHER CCCS IS A GOOD PROGRAM, EXCEPT THAT I AM BROKE BECAUSE IT TAKES SO MUCH TO REPAY MY DEBT GOOD PROGRAM PLEASED W/ PROGRAM-CLASSROOM W/ INSTRUCTOR IS THE BEST WAY TO DO IT EXCELLENT PROGRAM - LEARNED A LOT FROM IT BOOK WAS WELL WRITTEN & EASY TO COMPREHEND-LEARNED A LOT & STILL REFER TO BOOK GREAT PROGRAM-WOULD ADVISE ANYONE TO GO THROUGH IT & LEARN MONEY MANAGEMENT HELPED ME PAY ALL MY CREDIT CARDS OFF & PAY ALL MY DEBTS ON TIME ALL HIGH SCHOOL SENIORS SHOULD TAKE THIS CLASS TO GRADUATE- GOOD INFORMATION RETURN RESULTS OF THEIR COURSE, RETURN COPY OF GRADED TEST MORE CHAPTERS ON INVESTING & RETIREMENT-INFORMATION SHOULD BE IN HIGH SCHOOL BOOK WAS EASY TO READ, NON-JUDGMENTAL, & I LEARNED A LOT-I'M ACHIEVING MY GOALS PROGRAM SHOULD BE FREE TO LOW INCOME FAMILIES-STRUGGLING TO MAKE ENDS MEET INSTRUCTOR BAD MOUTHED CONSECO-I WORK THERE & FOUND THIS VERY UNPROFESSIONAL MORE INFO FOR OLDER PEOPLE AND A COURSE LIKE THIS NEEDS TO BE IN HIGH SCHOOLS. I THINK YOU HAVE A GREAT DEAL GOING WITH THE INSURANCE COMPANIES MORE INSTRUCTION & INFO OVER THE INTERNET WOULD BE GREAT. NO CHANGES-IT WAS VERY HELPFUL BOOK WAS VERY GOOD & INFORMATIVE-INSTRUCTOR HAD GOOD COMMENTS & STORIES AN EXCELLENT COURSE! NEW BUSINESS FINANCED BY CREDIT CARDS RUINED MY CREDIT-COURSE WILL HELP FIX IT HUSBAND/WIFE TAKE COURSE, SHOULD SHOW UP ON BOTH REPORTS-NOT JUST HUSBAND'S GOOD PROGRAM-MADE ME MORE AWARE OF HOW I HANDLE MONEY-STALL OWE THOUGH THE CREDITOR CALLS DIDN'T STOP & NOT ALL ACCEPTED CCCS PROPOSALS. GOOD COURSE-DIDN'T THINK THE STORIES HELPED-WOULD LIKE 1 ON 1 TIME W/ COUNSELOR VERY IMPORTANT CLASS-SHOU LD BE ADVERTISED TO EVERYONE-NOT MANY KNOW ABOUT IT REVIEW TEST SCORES-THE ONE'S WRONG-WHAT ARE THE RIGHT ANSWERS? LIMITED INCOME-WON'T BE BUYING MUCH UNTIL BILLS ARE PAID DON CHRISTY DID A WONDERFUL JOB-WISH I HAD THIS EARLIER-SHOULD BE IN HIGH SCHOOLS A FINANCIAL INSTITUTION PROMOTION MATERIAL FOR HIGH SCHOOL STUDENTS SHOULD BE TAUGHT IN 7TH/8TH GRADE. COST WAS TOO HIGH & I DON'T KNOW WHAT MY CREDIT HISTORY HAS TO DO WITH AUTO INSURANCE. CREDIT REPORT STATEMENT ISN'T ENOUGH. INFORMATIVE-WOULD LIKE COURSE ON INVESTING & RETIREMENT-OFFER IN HIGH SCHOOLS KEEP COURSE MANDATORY FOR CCCS CLIENTS-GREAT EYE OPENING & LEARNING TOOL 2 OF THE 3 CARDS TO THE CREDIT BUREAUS CAME BACK AS UNDELIVERABLE, THEY NEED TO BE UPDATED MORE OFTEN. EXPERIAN MISTAKENLY REPORTED I WAS IN A DMP. THIS IS A MAJOR PROBLEM. EXCELLENT-LIKE VARIED SPEAKERS & CERTIFICATION PROGRAM-ADAPT FOR HIGH SCHOOL CREDIT AGENCIES NEED TO ACKNOWLEDGE PROGRAM & PUT ON CREDIT REPORT-THEY DON'T SHOULD BE PART OF THE CREDIT COUNSELING PROGRAM FROM THE BEGINNING KEEP UP THE GOOD WORK BECAUSE IT REALLY WORKS. LOVE, SMILING IN MI. ENJOYED AND LEARNED A LOT FROM THE SELF STUDY PROGRAM - THINKS CLASS IS BEST TELL PEOPLE HOW TO GET PAID BILLS OFF THEIR CREDIT REPORTS. IMPRESSED WITH THE PROGRAM-EASY TO UNDERSTAND & VERY INFORMATIONAL ALMOST TOO EASY, ESPECIALLY OPEN-BOOK TEST. I PASSED, BUT DON'T KNOW HOW WELL I DID CLASSROOM AND SELF-STUDY IS THE BEST WAY TO TAKE IT. IT''S A GOOD REFERRAL SOURCE. THE PROGRAM IS FINE THE WAY IT IS. I THINK HIGH STUDENTS SHOULD TAKE THIS COURSE TO PREVENT FUTURE PROBLEMS. I AM SO THANKFUL FOR THIS PROGRAM. IT IS HELPING US TO GET BACK ON TRACK. THANKS AFTER COMPLETING THE PROGRAM I FEEL I AM FINANCIALLY READY TO GO TO COLLEGE
LEAVE THE COURSE THE WAY IT IS. I ONLY WISH I HAD TAKEN THIS COURSE 20 YEARS EARLIER.

TOO MUCH TIME ON PERSONAL PROBLEMS - NOT ENOUGH ON COURSE MATERIALS
WILL LIKE FOLLOW-UP MEETINGS, A CONTACT PERSON, AND ONLINE HELP.
GIVE MORE INFORMATION ON DEBT TO RATIO - MAKE THE PROGRAM MORE WIDELY KNOWN
WANTS TO MEET WITH A COUNSELOR PERIODICALLY TO CHECK ON PROGRESS
ALREADY KNEW MUCH OF THE MATERIAL - ENROLLED TO CONSOLIDATE CREDIT CARD DEBT
MORE SHOULD BE DONE TO LOWER THE INTEREST LOAD ON CREDIT CARD DEBT
Appendix D

Evaluator’s Background

Dr. John Usera served as the principal evaluator for the Credit When Credit Is Due Evaluation Project. Currently he is the President/CEO of the Chiesman Foundation For Democracy. He was appointed to this position in July 1997. His duties as chief executive officer includes the oversight of the Foundation’s projects, initiation of new and innovative civic education programs, editor of all its publications, and Director of the Institute for Educational Leadership & Evaluation which promotes educational leadership and performs independent program evaluation of educational and social programs that contribute to the betterment of democratic institutions and organizations.

His previous position was Dean of the College of Education and Associate Professor of Science & Mathematics Education at Black Hills State University. Before being appointed Dean in 1993, he held the position of Vice President for Academic Affairs at Lamar University in Orange, Texas and the rank of Associate Professor of Chemistry. He held the position of Dean of Instructional Services for Labette Community College which included oversight of institutional research, library, instructional and administrative technology, and public relations.

Dr. Usera has been involved in education on all levels for thirty years from elementary school teacher to middle and high school teacher; from community college chemistry and mathematics instructor to a university instructor in the areas of statistics, research design, educational research, and chemistry. He holds a doctorate (Ph.D.) in chemistry from Kansas State University, a masters degree (M.A.) in analytical chemistry and a masters degree (M.S.) in mathematics from the University of South Dakota. His undergraduate degrees (B.S. and B.S.Ed.) are in chemistry, mathematics and secondary education from Black Hills State University.

As President of the Chiesman Foundation he serves on the Kids Voting South Dakota Board, Badlands Head Start & Early Head Start Board, American Indian and Rural Nursing Board, Black Hills State University Chiesman Endowment for Promoting Democracy Committee, Rapid City Diocese Synod 2002 Committee, and the Catholic Social Services Board.

Some examples of recent programs evaluated by the Institute for Educational Leadership & Evaluation under the leadership and authorship of Dr. Usera include:

- School-To-Work Opportunities (1999, 2000, and 2001). Beadle & Spink Enterprise Community and Cornerstones Career Learning Center Partnership,
Dr. Usera has been involved in program evaluation and research for over 16 years. During this time he has evaluated programs funded by the U.S. Department of Health, U.S. Department of Education, U.S. Department of Labor, U.S. Department of Justice, Texas Higher Education Coordinating Board, Kansas Department of Education, South Dakota Department of Health & Human Services, South Dakota Department of Education & Cultural Affairs, South Dakota Board of Regents, and numerous private foundations. Other programs evaluated include university and college professional preparation programs from allied health programs (nursing, radiologic technical, respiratory care technicians, etc.) to teacher education programs.