

PERCEPTION OF PROGRESS (POP) SURVEY, SPRING 2018

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The Perception of Progress (POP) Survey was developed and piloted at Sacramento City College by the Planning, Research, and Institutional Effectiveness (PRIE) Committee in Spring 2013. It was administered for the first time in Spring 2014. The survey asks questions about students' perception of their progress at the college and factors that students perceive as helping or hindering their progress.¹ The Spring 2018 POP survey was administered online through SurveyMonkey throughout April 2018. A unique survey link was sent to each student who enrolled in the Spring 2018 semester. There were a total number of 19,428 emails sent out. The survey received 2,517 responses. This report presents the results from the survey. The first two sections describe the sample and the survey questions, followed by a summary of responses by individual questions. The next section examines the variation in responses by race/ethnicity and by course success.

The sample

With 2,517 responses collected from a student population of nearly 20 thousand students (about 13%), the survey results have a margin of error of 1.8% at a confident level of 95%. For example, if 60% of the survey respondents answered "Yes" to a question, we can be 95% sure that between 58.2% and 61.8% ($60\% \pm 1.8\%$) of the entire student population at the college would have given the same answer.

Table 1 on the next two pages presents the characteristics of students in the sample compared to the college's overall population. The last column of the table shows the percentage point difference between the sample and the college overall by each characteristic. The sample seems relatively representative of the college's student population in terms of disability status (DSPS), first-time new (SSSP), and first-generation college students. There are key differences along other dimensions, albeit many similarities. The survey respondents are more likely to be in the age group of 40 or more, more likely to be female, Asian, low-income, not working but seeking employment, and much more likely to be fulltime students (taking 12 units or more). In addition, compared to the college's overall population, the survey respondents are less likely to be four-year students taking classes at the college to meet their four-year program requirements.

¹ Results of the POP Survey Spring 2013 can be found here <https://goo.gl/Vybkyf>

Table 1. Characteristics of survey respondents, compared to college's overall

STUDENT DEMOGRAPHICS	Spring 2018 Survey Respondents		College overall Spring 2018 Profile Census	Percentage point difference
	Number	Percent	Percent	
AGE Group				
18 - 20	698	27.7	28.5	-0.8
21 - 24	604	24.0	27.1	-3.1
25 - 29	393	15.6	17.7	-2.1
30 - 39	395	15.7	14.4	1.3
40 and Over	427	17.0	10.6	6.4
GENDER				
Female	1598	63.5	57.0	6.5
Male	859	34.1	41.0	-6.9
Unknown	60	2.4	2.0	0.4
RACE/ETHNICITY				
African American	208	8.3	10.3	-2
Asian	609	24.2	18.9	5.3
Filipino	82	3.3	3.0	0.3
Hispanic/Latino	721	28.6	30.9	-2.3
Multi-Race	129	5.1	6.6	-1.5
Native American*			0.3	
Other Non-White*			0.4	
Pacific Islander	30	1.2	1.3	-0.1
Unknown	29	1.2	1.1	0.1
White	698	27.7	27.1	0.6
DISABILITY				
Yes	210	8.3	5.8	2.5
No	2307	91.7	94.2	-2.5
LOW-INCOME				
Yes	1793	71.2	64.5	6.7
No	724	28.8	35.5	-6.7
FIRST-TIME NEW				
Yes	93	3.7	4.9	-1.2
No	2424	96.3	95.1	1.2
FIRST GENERATION				
No	1693	67.3	69.5	-2.2
Yes	824	32.7	30.5	2.2
Total	2517	100	100	
* Groups with 10 or less responses were greyed out and marked with an *.				

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Table 1 (Continued)

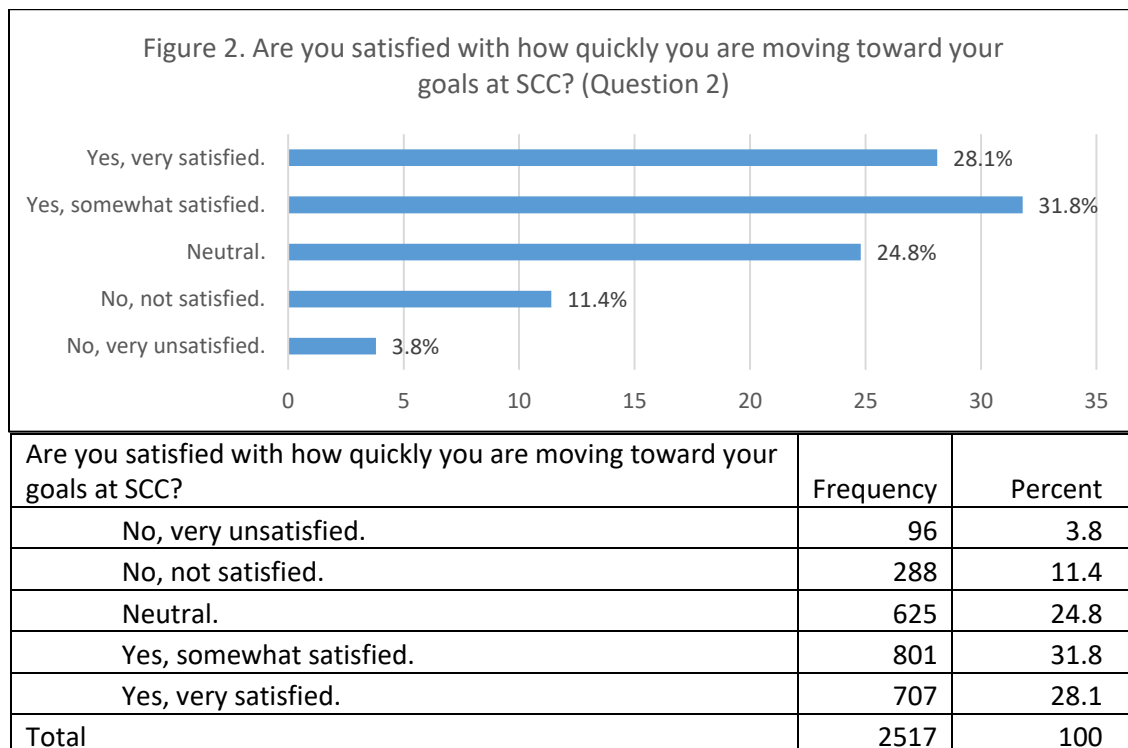
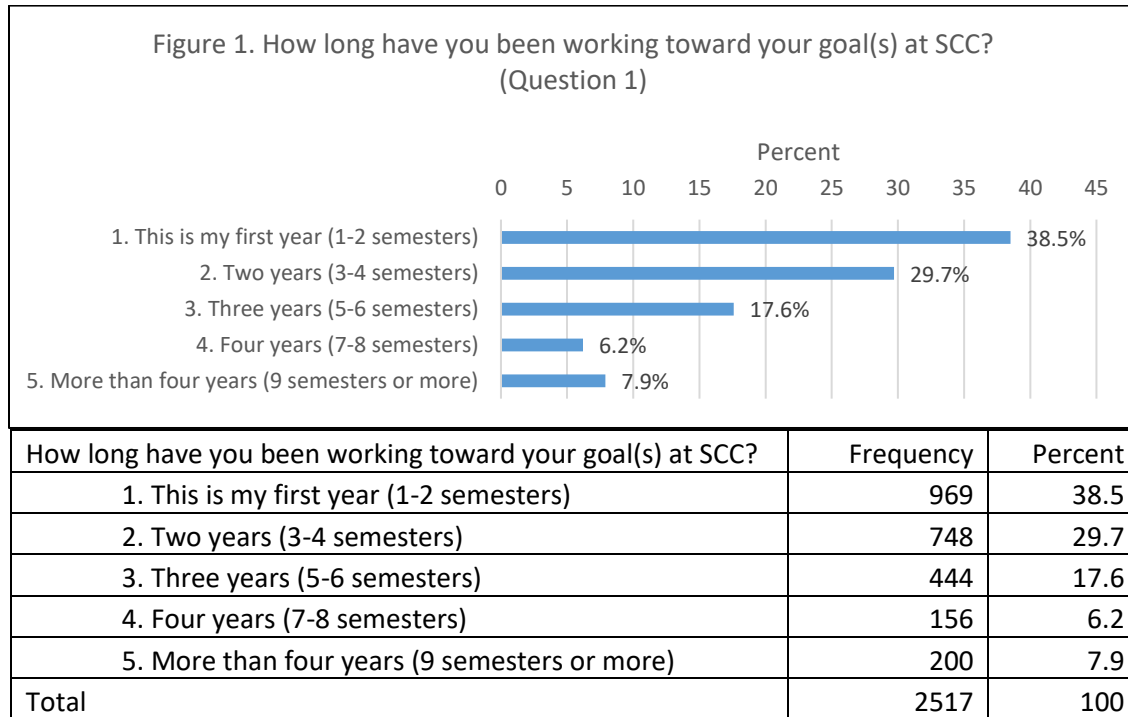
STUDENT DEMOGRAPHICS	Spring 2018 Survey Respondents		College overall Spring 2018 Profile Census	Percentage point difference
UNIT LOAD				
12 Units Or Over	1177	46.8	34.0	12.8
6 - 11.99 Units	991	39.4	39.1	0.3
Up To 5.9 Units	349	13.9	26.9	-13
EDUCATIONAL GOAL				
Earn AA/AS Degree- no Transfer	452	18.0	15.3	2.7
Earn a Certificate	106	4.2	4.0	0.2
Four-yr Student Mtg 4-yr Reqs	30	1.2	4.6	-3.4
Transfer to 4-Year after AA/AS	1338	53.2	49.2	4
Transfer to 4-Year- no AA/AS	432	17.2	15.3	1.9
Undecided on Goal	39	1.5	4.0	-2.5
All other goals	120	4.8	7.6	-2.8
HOURS EMPLOYED	Number	Percent	Percent	
1-9 hours	147	5.8	5.4	0.4
10-19 hours	362	14.4	13.6	0.8
20-29 hours	420	16.7	18.9	-2.2
30-39 hours	203	8.1	10.2	-2.1
40 hours or more	334	13.3	14.6	-1.3
None, not seeking employment	456	18.1	17.5	0.6
None, seeking employment	595	23.6	19.8	3.8
Total	2517	100	100	

Description of survey questions

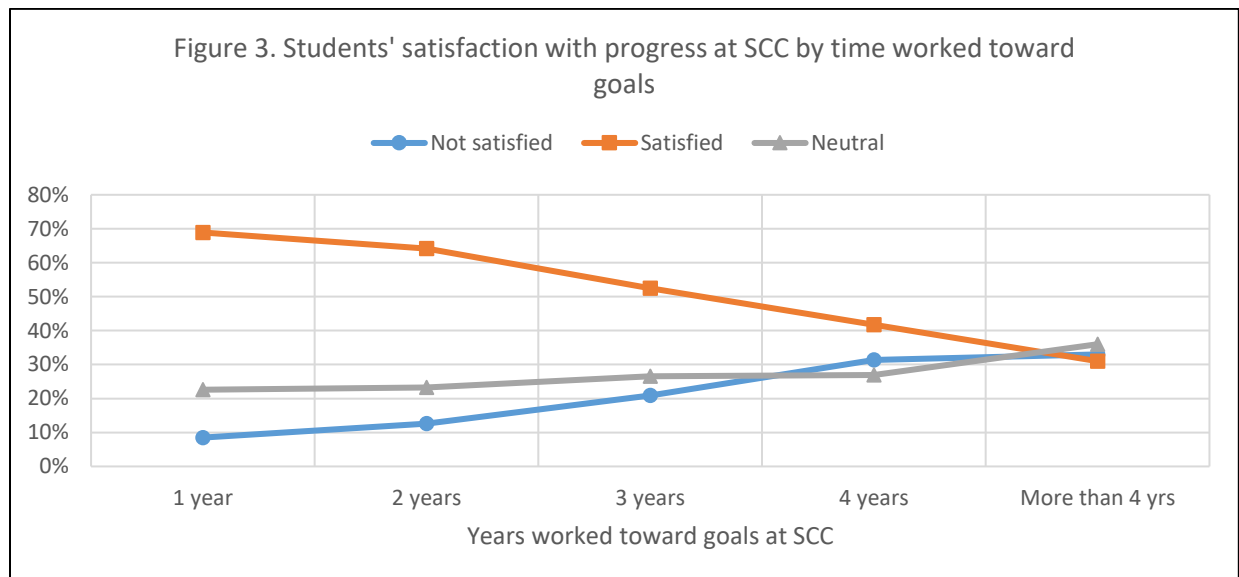
The survey has six questions (see Appendix A for a copy of the survey from SurveyMonkey). The first question asks students about how long they have been working toward their goals at SCC with five answer options, ranging from first year (1-2 semesters) to more than four years (9 semesters or more). The second question asks about students' satisfaction with their progress at the college. The answer for this question has the Likert-type options, ranging from "1 – Very unsatisfied" to "5 – Very satisfied", with "Neutral" as the middle point. The next four questions survey students' perceptions about what helps or hinders their progress by four group of factors: factors related to classes (Question 3), support services outside of the classroom (Question 4), College/District/Statewide rules (Question 5), and students' personal life (Question 6). Answer options for these questions also follow the Likert scale, with "1 – Hinders a lot" and "5 – Helps a lot". The middle point is "3 – Neither helps nor hinders". There is also an answer option of "0 – Not applicable or don't know," which are excluded in the analyses.

Students' overall satisfaction with progress at SCC

About 70% of the students are in their first or second year at SCC (Figure 1) and nearly 60% indicates that they are satisfied with their progress toward their goals at the college (Figure 2).



It appears that students who had spent less time working toward their goals at the college are more likely to express satisfaction about their progress. Between 64% and 70% students in their first or second year say that they have at least some satisfaction while only 31% in their fifth year or more indicate the same (Figure 3). Nevertheless, by the end of their fourth year at the college, students are still more likely to feel satisfied with their progress than not. In contrast, students who had spent more than 4 years at the college are more likely to feel dissatisfied than satisfied with their progress. Indeed, there is an inverse correlation between time students invested in working toward their goals and the likelihood for their satisfaction about progress. The inverse correlation is statistically significant but weak (Pearson correlation $r = -.272$, $p = .000$).



	Satisfied with progress							
	No		Yes		Neutral		Total	
Time worked toward goals	Count	Row %	Count	Row %	Count	Row %	Count	Row %
1 year	82	8.5%	668	68.9%	219	22.6%	969	100%
2 years	94	12.6%	480	64.2%	174	23.3%	748	100%
3 years	93	20.9%	233	52.5%	118	26.6%	444	100%
4 years	49	31.4%	65	41.7%	42	26.9%	156	100%
> 4 yrs	66	33.0%	62	31.0%	72	36.0%	200	100%

Students' perception about factors that help or hinder their progress

Overall sample

This section explores students' perception about factors that help or hinder their progress at the college in four groups: class-related factors (Question 3), factors related to support services outside of the classroom (Question 4), factors related to the College/District/Statewide rules (Question 5), and factors related to personal life (Question 6). To determine whether a factor was helping or hindering, we calculated the mean response for each question item, which is possible thanks to the Likert-scaled response options. The response values range from 1 to 5, with 1 and 2 denoting hindrance, 4 and 5 denoting helpfulness. With 3 being the neutral point (and the arithmetic mean of the response value range 1:5), a mean response that is larger than 3 would indicate that, on average, the item has been helpful to students' progress while a mean response smaller than 3 would indicate otherwise. The further the mean value is from 3, the stronger the level of helpfulness or hindrance. Mean values of 4 or more indicate that the item helps a lot. Table 2 summarizes the results of this analysis for each question items.² We also included the response means from the last survey for comparison purpose.

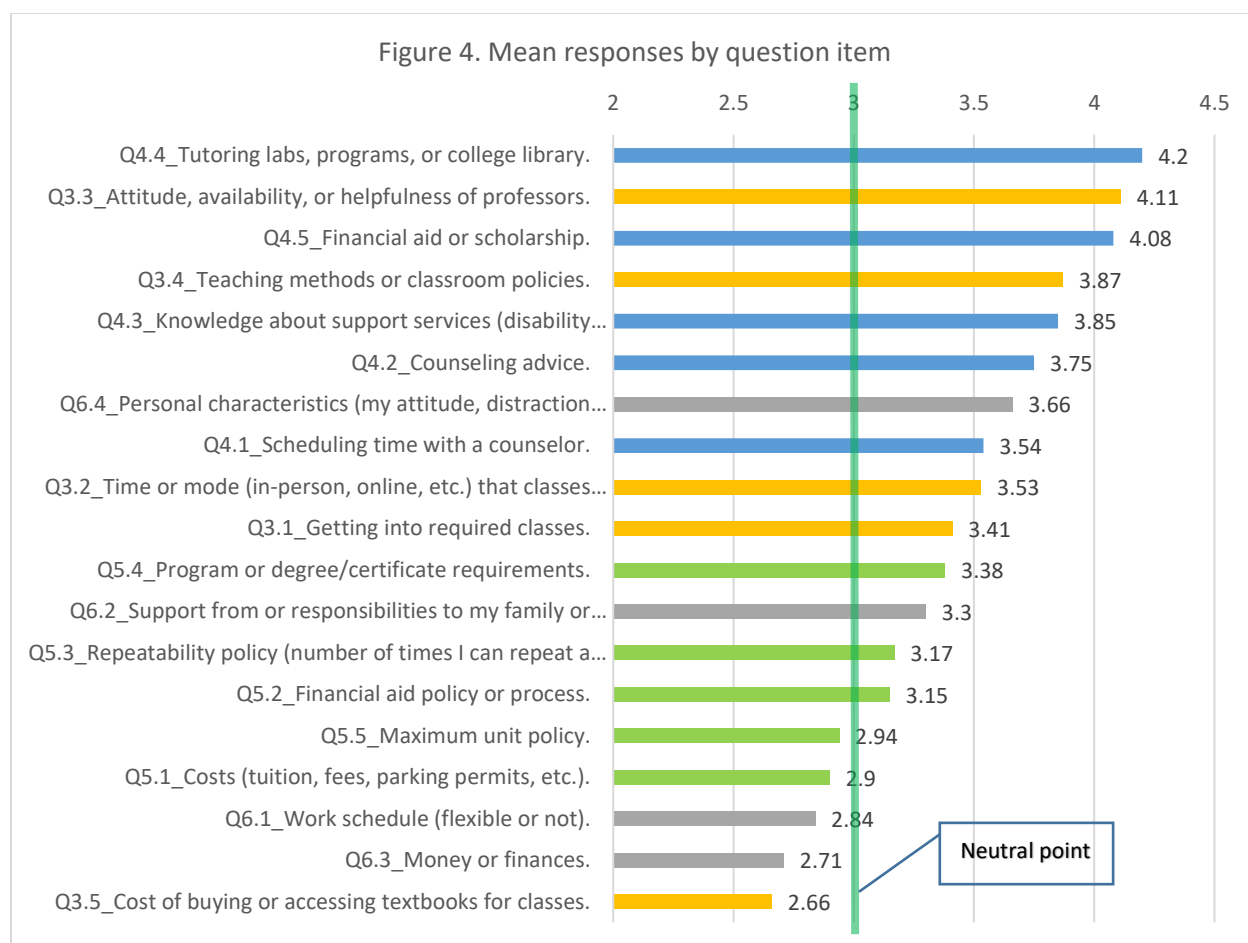
Of the 19 question items, 14 items are perceived as being helpful (having a mean response larger than 3). Only 5 are perceived as hindering (having a mean response smaller than 3) (Table 2 and Figure 4). They are: (1) cost of buying or accessing textbooks for classes (Q3.5, mean = 2.66); (2) money or finances (Q6.3, mean = 2.71); (3) flexibility of work schedule (Q6.1, mean = 2.84); (4) Costs (tuition, fees, parking permits, etc.) (Q5.1, mean = 2.9); and (5) Maximum unit policy (Q5.5, mean = 2.94). Although the last item (Maximum unit policy) has a mean very close to 3, i.e. almost neutral, statistical test shows that it is significantly different than the arithmetic mean of 3 (the neutral point). Indeed, the percentage of responses on the hindering side are bigger than that of the helping side (35.3% and 29.3%) (See Appendix B).

Of the four groups of factors that help or hinder students' progress toward their goals at SCC, the group related to supporting services outside of the classroom (Q4) have all item means larger than 3, i.e. perceived as being helpful by the students. Of the 14 items perceived as being helpful across the four groups, three have a mean response larger than 4, i.e. perceived as very helpful by students (noted as "Help a lot" in Table 2). These include (1) Tutoring labs, programs, or college library (Q4.4, mean = 4.2); (2) Attitude, availability, or helpfulness of professors (Q3.3, mean = 4.11), and (3) Financial aid or scholarship (Q4.5, mean = 4.08).

² The method employed here is adapted from the report for the previous survey in Spring 2014, which can be found here <https://goo.gl/Vybkyf>

Table 2. Summary of responses by question item

Question items		N	Mean	Std. Deviation	Hinders, Helps, or Neutral	2014 Survey Results
Q3. Class-related factors	Q3.1_Getting into required classes.	2364	3.41	1.421	Helps	3.71
	Q3.2_Time or mode (in-person, online, etc.) that classes are offered.	2402	3.53	1.366	Helps	3.68
	Q3.3_Attitude, availability, or helpfulness of professors.	2450	4.11	1.200	Helps a lot	4.29
	Q3.4_Teaching methods or classroom policies.	2446	3.87	1.212	Helps	3.96
	Q3.5_Cost of buying or accessing textbooks for classes.	2422	2.66	1.347	Hinders	2.45
Q4. Factors related to support services outside of the classroom	Q4.1_Scheduling time with a counselor.	2263	3.54	1.332	Helps	3.44
	Q4.2_Counseling advice.	2243	3.75	1.270	Helps	3.70
	Q4.3_Knowledge about support services (disability services, veterans affairs, financial aids, RISE, MESA, etc.).	1944	3.85	1.161	Helps	3.72
	Q4.4_Tutoring labs, programs, or college library.	2204	4.20	1.036	Helps a lot	4.09
	Q4.5_Financial aid or scholarship.	2071	4.08	1.254	Helps a lot	4.08
Q5. Factors relating to the College/District / Statewide rules	Q5.1_Costs (tuition, fees, parking permits, etc.).	2390	2.90	1.333	Hinders	2.81
	Q5.2_Financial aid policy or process.	2169	3.15	1.367	Helps	3.05
	Q5.3_Repeatability policy (number of times I can repeat a course).	1936	3.17	1.304	Helps	3.09
	Q5.4_Program or degree/certificate requirements.	2255	3.38	1.237	Helps	3.34
	Q5.5_Maximum unit policy.	2072	2.94	1.246	Hinders	2.92
Q6. Factors relating to personal life	Q6.1_Work schedule (flexible or not).	2187	2.84	1.409	Hinders	3.05
	Q6.2_Support from or responsibilities to my family or friends (childcare, etc.).	2211	3.30	1.409	Helps	3.49
	Q6.3_Money or finances.	2337	2.71	1.423	Hinders	2.74
	Q6.4_Personal characteristics (my attitude, distraction level, motivation, work-ethic, etc.).	2415	3.66	1.340	Helps	3.91
<p><i>Note that the total Ns in this table is not equal to those in previous table because "Not applicable or don't know" responses are excluded in this table's calculation. All means are statistically significantly different from the arithmetic mean of 3 (one sample t-test, $p = .000$, except for Q5.5 $p = .022$).</i></p>						



Note:

- Yellow bars are items for Question 3: Class-related factors
- Blue bars are items for Question 4: Factors related to support services outside of the classroom
- Green bars are items for Question 5: Factors related to College/District/Statewide rules
- Grey bars are items for Question 6: Factors related to personal life

Perceptions by Race/Ethnicity

We examined whether there is variation among students by race/ethnicity in their perceptions about factors that are hindering or helpful in their progress at the college. We excluded groups with numbers 30 or less (Native American, Other Non-White, and Pacific Islander). Table 3 on the next page presents the mean responses by Race/Ethnicity by question item. Green shaded cells indicate the highest mean response for a question item and orange shaded cells mark the lowest. African American students have the most question items with highest mean response, followed by Asian students. Multi-Race and White students have the lowest mean responses. In other words, on average, African American and Asian students seem to be more positive than other groups about the factors that might have affected their progress (See Appendix C for mean response graphic illustration for each question item by Race/Ethnicity).

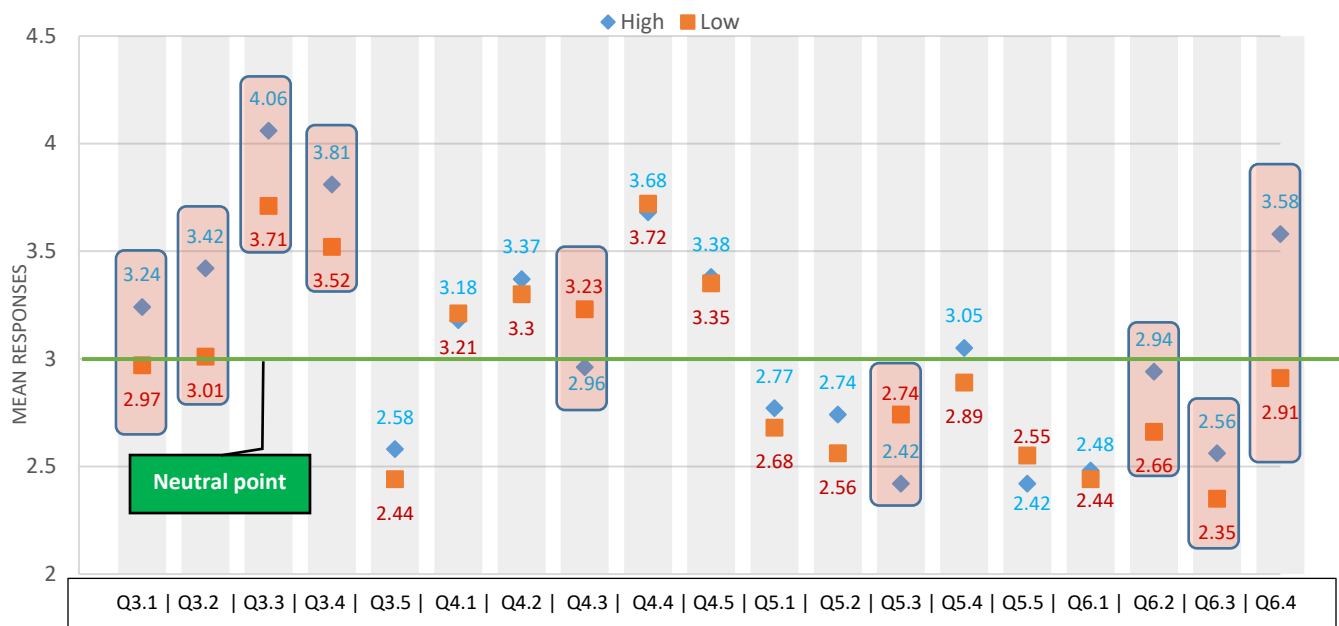
Table 3. Summary of mean responses by Race/Ethnicity by question item

RACE	African American N range 177-202	Asian N range 478-594	Filipino N range 64-80	Hispanic / Latino N range 578-707	Multi-Race N range 97-128	White N range 478-678	Total N range 1936-2450
Q3.1_Getting into required classes.	3.6	3.5	3.3	3.4	3.3	3.3	3.4
Q3.2_Time or mode (in-person, online, etc.) that classes are offered.	3.6	3.6	3.6	3.5	3.4	3.5	3.5
Q3.3_Attitude, availability, or helpfulness of professors.	4.2	4.0	4.2	4.1	4.1	4.2	4.1
Q3.4_Teaching methods or classroom policies.	3.9	3.9	4.0	3.8	3.7	3.9	3.9
Q3.5_Cost of buying or accessing textbooks for classes.	2.8	2.9	2.7	2.5	2.4	2.6	2.7
Q4.1_Scheduling time with a counselor.	3.9	3.6	3.7	3.5	3.6	3.4	3.5
Q4.2_Counseling advice.	4.1	3.8	3.8	3.8	3.6	3.6	3.8
Q4.3_Knowledge about support services (disability services, veterans affairs, financial aids, RISE, MESA, etc.).	4.2	3.8	3.8	3.9	3.8	3.7	3.9
Q4.4_Tutoring labs, programs, or college library.	4.4	4.1	4.1	4.3	4.1	4.2	4.2
Q4.5_Financial aid or scholarship.	4.3	4.1	4.2	4.1	4.1	4.1	4.1
Q5.1_Costs (tuition, fees, parking permits, etc.).	3.1	3.2	2.9	2.8	2.6	2.9	2.9
Q5.2_Financial aid policy or process.	3.3	3.4	3.2	3.0	2.9	3.1	3.2
Q5.3_Repeatability policy (number of times I can repeat a course).	3.1	3.4	3.2	3.1	3.0	3.1	3.2
Q5.4_Program or degree/certificate requirements.	3.5	3.5	3.5	3.4	3.1	3.3	3.4
Q5.5_Maximum unit policy.	2.9	3.1	3.2	3.0	2.6	2.8	2.9
Q6.1_Work schedule (flexible or not).	3.0	3.1	2.5	2.8	2.6	2.7	2.8
Q6.2_Support from or responsibilities to my family or friends (childcare, etc.).	3.4	3.5	3.2	3.2	3.1	3.3	3.3
Q6.3_Money or finances.	2.7	3.0	2.4	2.7	2.4	2.6	2.7
Q6.4_Personal characteristics (my attitude, distraction level, motivation, work-ethic, etc.).	3.8	3.7	3.4	3.6	3.6	3.7	3.7
<p>Note:</p> <ul style="list-style-type: none"> - Green shaded cells indicate the highest mean response for a question item - Orange shaded cells mark the lowest mean response for a question item. 							

Perceptions by high-success and low-success students

We also compared the perceptions of students who had successfully completed more than half of the courses they enrolled in Spring 2018 and those who successfully completed half or less of the courses. We “loosely” call these two groups “high-success” and “low-success” students. Figure 5 illustrates the mean responses by the two groups. Overall, high-success students appear to have more positive perceptions about factors affecting their progress. Questions with the mean response differences between the two groups being statistically significant³ are highlighted in orange shade.

Figure 5. Mean Responses by high- and low-success students (Spring 2018)



Of the five class-related factors, the two groups’ mean responses are significantly different in four factors, i.e. getting into required classes, time or mode that classes are offered, attitude/availability/helpfulness of professors, and teaching methods/classroom policies. High-success student are likely to have more positive perceptions about these factors than their low-success peers. Nevertheless, both groups perceive textbook costs as hindrance to their progress at the college.

In terms of out-of-the-classroom supporting services, low success students appear to be more positive about the helpfulness of their knowledge about these services. This might be due to the fact that low-success students might be more likely to be receivers of the services. Regarding factors relating to the college/district/statewide policies, both groups perceive repeatability policy as a hindrance, though low-success students have a slightly higher mean response. Among personal factors, high-success students are more positive about their own personal characteristics as being helpful in their progress. Both groups view family responsibility and money/finance as being hindering to their progress, but high-success students tend to be more positive about these factors.

³ Independent-samples t-test at $\alpha = 0.05$

APPENDIX A. COPY OF SURVEY FORM FROM SURVEYMONKEY

PERCEPTION OF PROGRESS SURVEY - SPRING 2018

Perception of Progress (POP) Survey Spring 2018

The Research Office is conducting the Perception of Progress (POP) survey to learn about factors affecting students' educational progress at the College. The survey results will help the College review and/or revise existing policies and/or develop additional services to serve students' educational needs.

The results will be reported in the aggregate. Your responses are kept anonymous and will in no way affect your academic standing or services available to you at the College.

There are 6 questions in the survey, which will take approximately 5 minutes to complete. Please make sure you hit the "DONE" button at the end of the survey.

Thank you for your participation.

As you begin, please think about your overall experience at the college and with its services and policies.

Please think about your goals in attending Sacramento City College.

* 1. How long have you been working toward your goal(s) at SCC? If you have returned to SCC after a break from school, think about only the most recent amount of time you've spent at SCC since returning.

- ☐ This is my first year (1-2 semesters)
- ☐ Two years (3-4 semesters)
- ☐ Three years (5-6 semesters)
- ☐ Four years (7-8 semesters)
- ☐ More than four years (9 semesters or more)

* 2. Are you satisfied with how quickly you are moving toward your goals at SCC?

- ☐ Yes, very satisfied.
- ☐ Yes, somewhat satisfied.
- ☐ Neutral.
- ☐ No, not satisfied.
- ☐ No, very unsatisfied.

* 3. Please think about factors at SCC that help or hinder (slow down or make harder) your progress toward your goals.

Thinking about your classes, please mark the degree to which the following SCC factors help or hinder (slow down or make harder) your progress toward your goals.

	Hinders a lot	Hinders somewhat	Neither helps nor hinders	Helps somewhat	Helps a lot	Not applicable or don't know
Getting into required classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time or mode (in-person, online, etc.) that classes are offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude, availability, or helpfulness of professors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods or classroom policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of buying or accessing textbooks for classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 4. Thinking about support services outside of the classroom, please mark the degree to which the following SCC factors help or hinder (slow down or make harder) your progress toward your goals.

	Hinders a lot	Hinders somewhat	Neither helps nor hinders	Helps somewhat	Helps a lot	Not applicable or don't know
Scheduling time with a counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge about support services (disability services, veterans affairs, financial aids, RISE, MESA, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring labs, programs, or college library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid or scholarship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

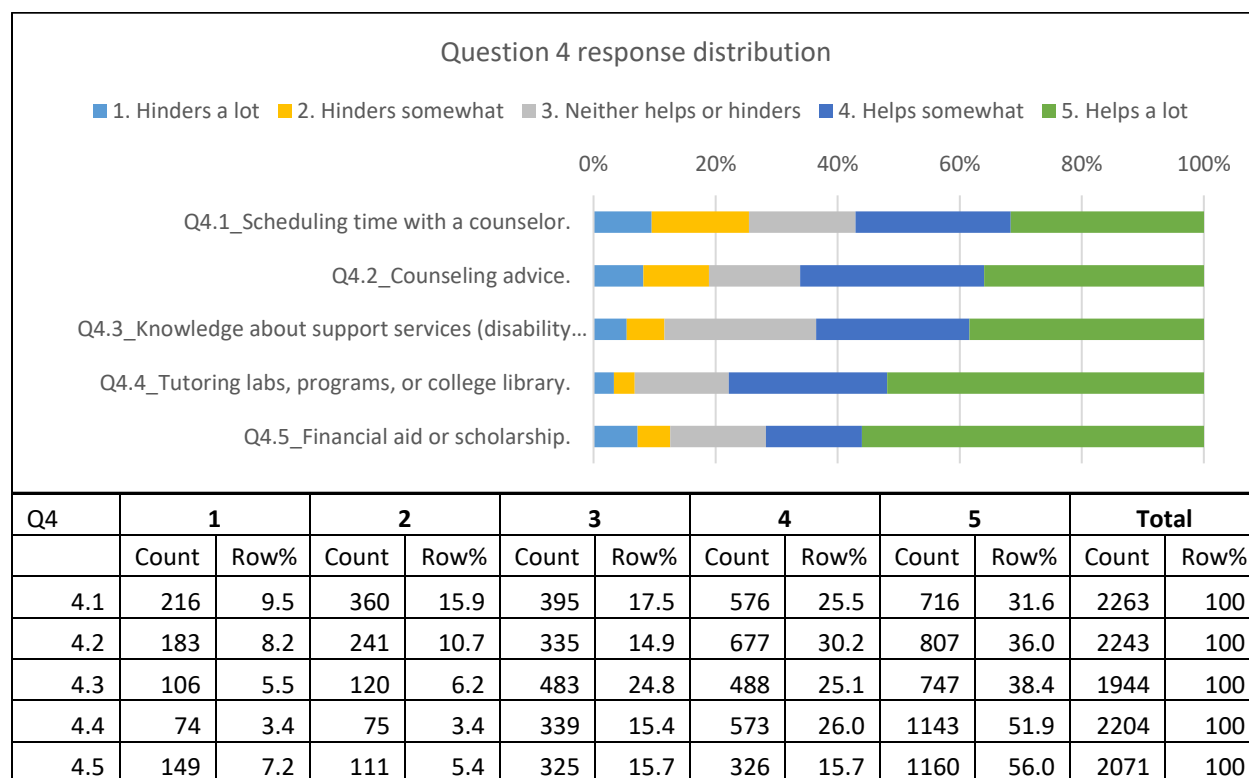
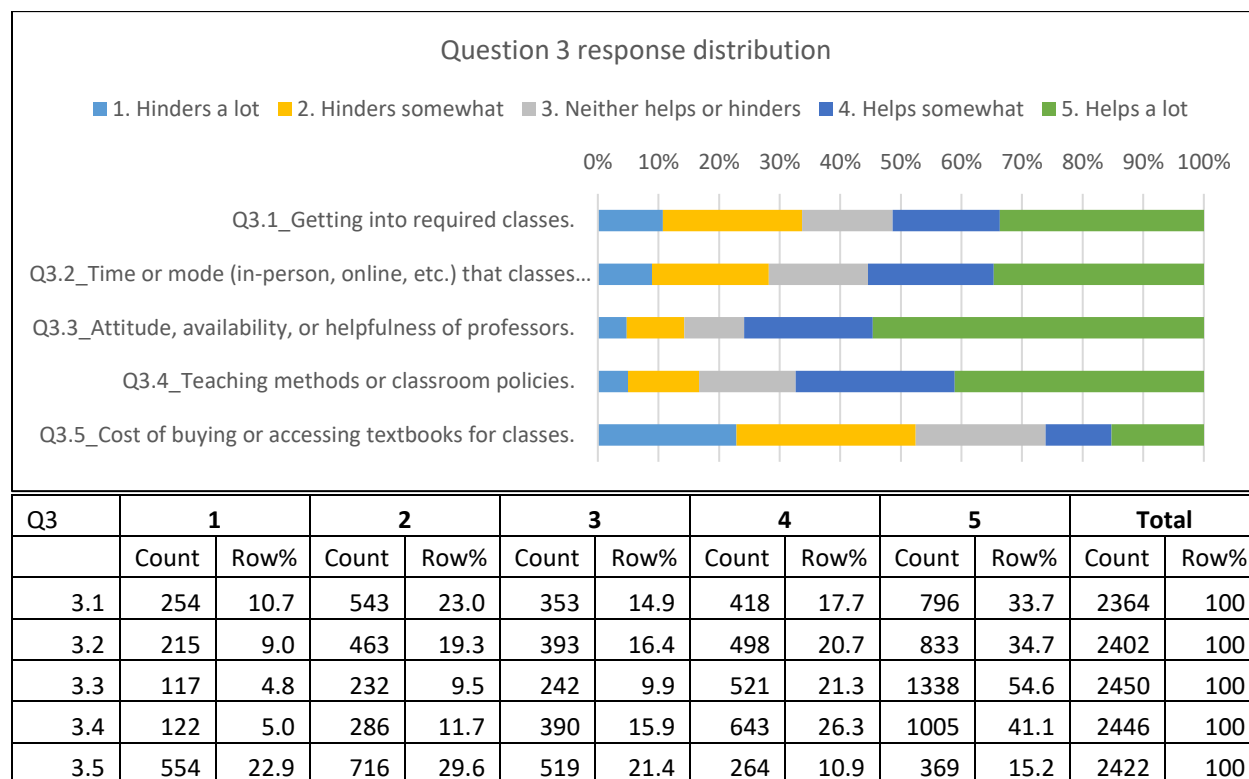
- * 5. Thinking about College, District, or Statewide rules, please mark the degree to which the following factors help or hinder (slow down or make harder) your progress toward your goals.

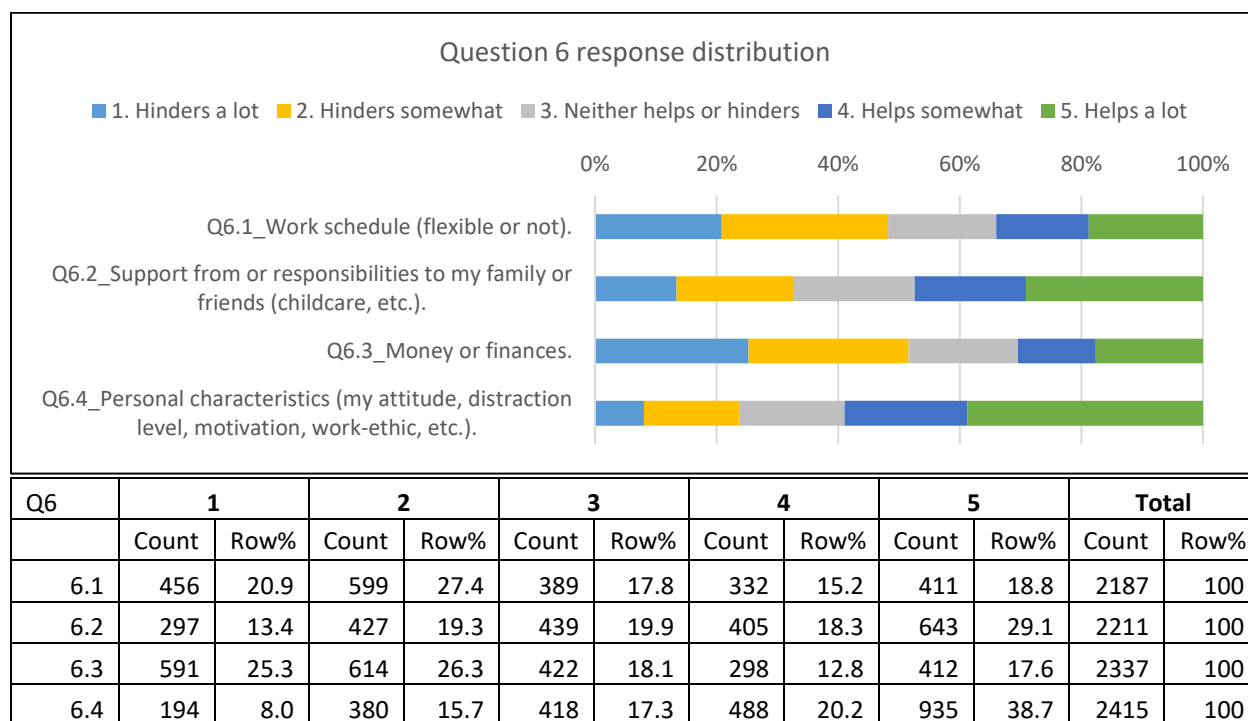
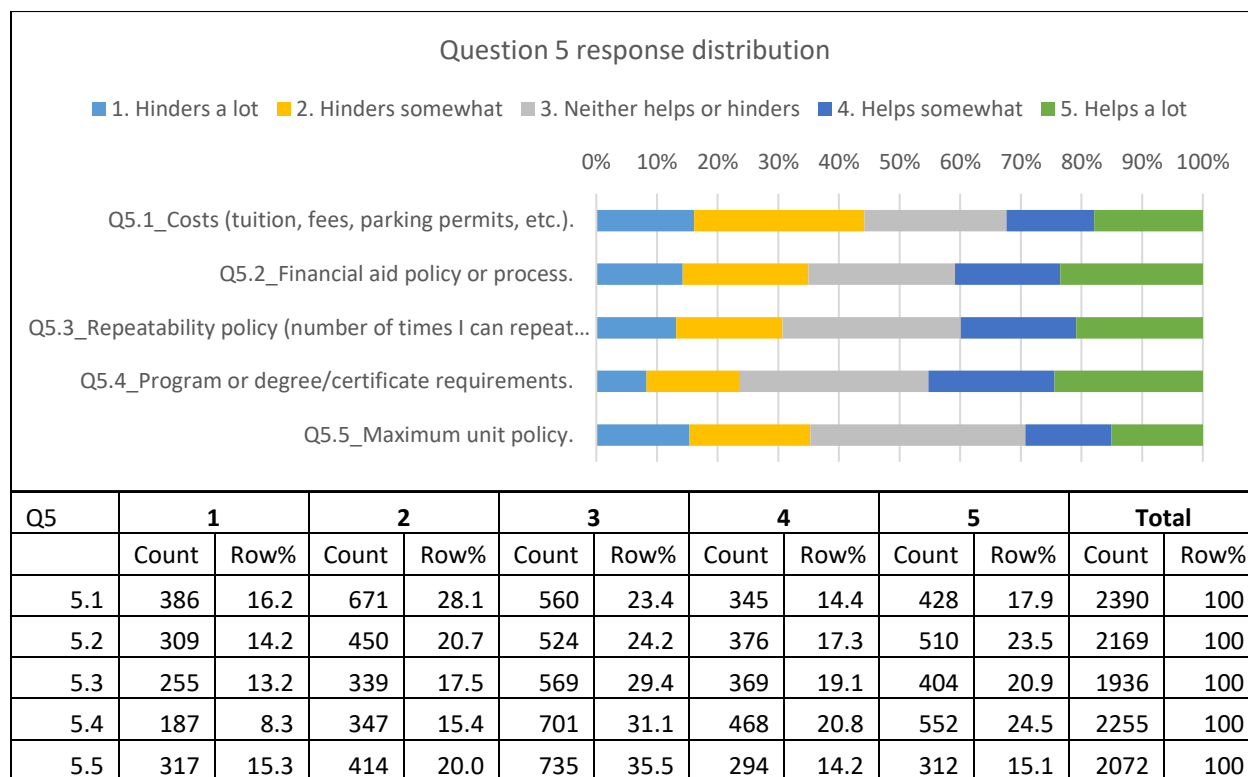
	Hinders a lot	Hinders somewhat	Neither helps nor hinders	Helps somewhat	Helps a lot	Not applicable or don't know
Costs (tuition, fees, parking permits, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid policy or process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repeatability policy (number of times I can repeat a course).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program or degree/certificate requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximum unit policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- * 6. Thinking about your personal life, please mark the degree to which the following factors help or hinder (slow down or make harder) your progress toward your goals.

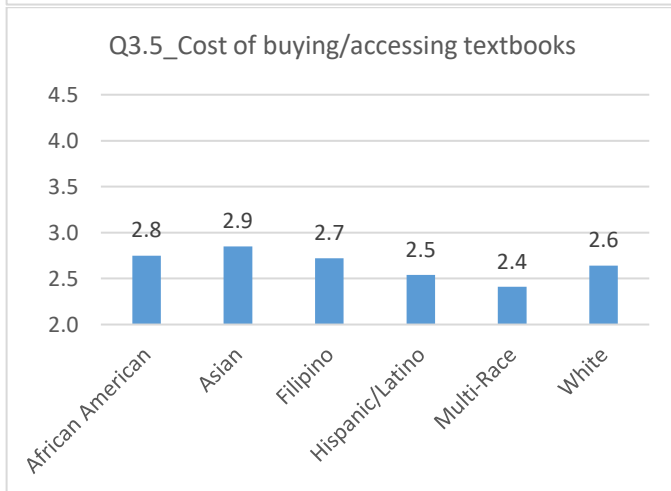
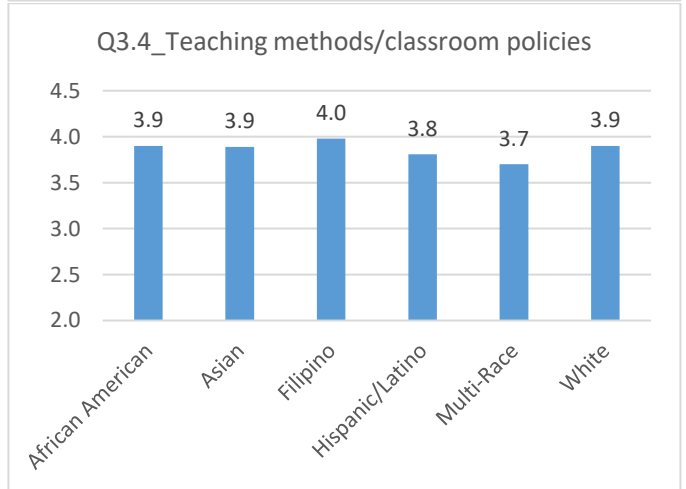
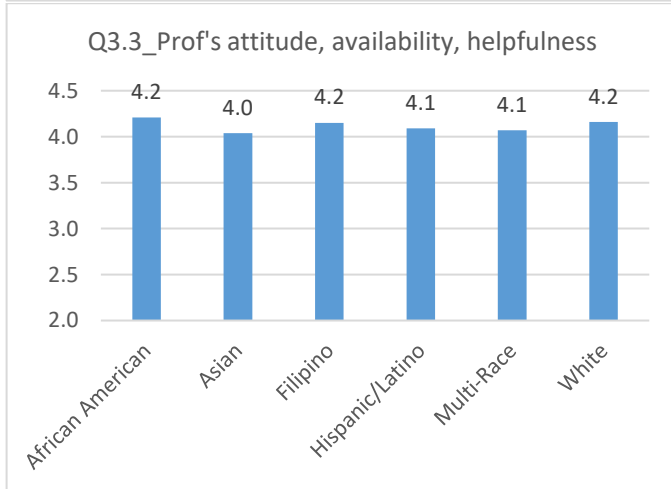
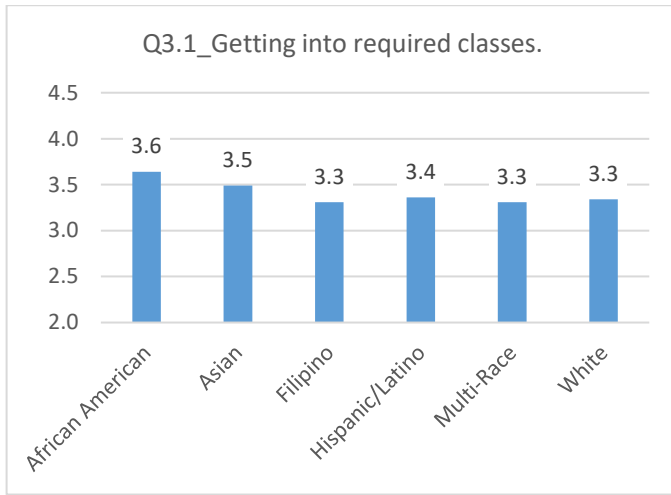
	Hinders a lot	Hinders somewhat	Neither helps nor hinders	Helps somewhat	Helps a lot	Not applicable or don't know
Work schedule (flexible or not).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from or responsibilities to my family or friends (childcare, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money or finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal characteristics (my attitude, distraction level, motivation, work-ethic, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B. RESPONSE DISTRIBUTION

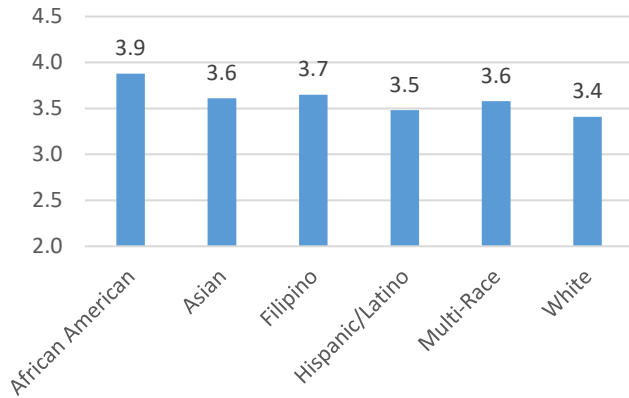




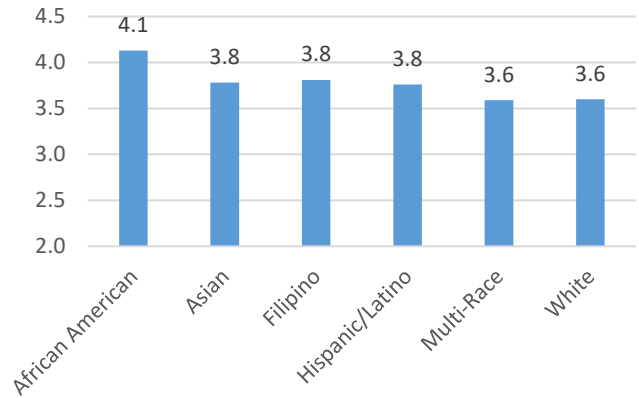
APPENDIX C. MEAN RESPONSES BY RACE/ETHNICITY BY QUESTION ITEM



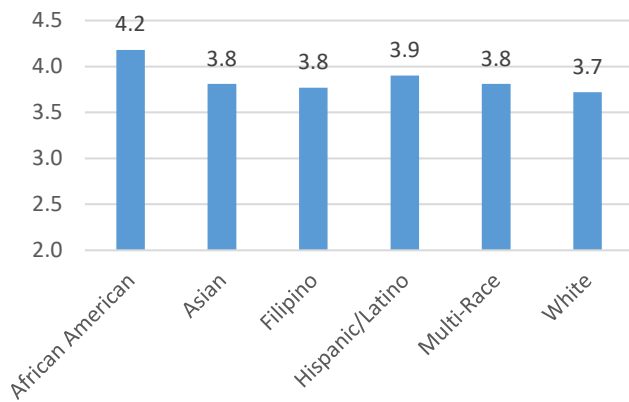
Q4.1_Scheduling time with a counselor.



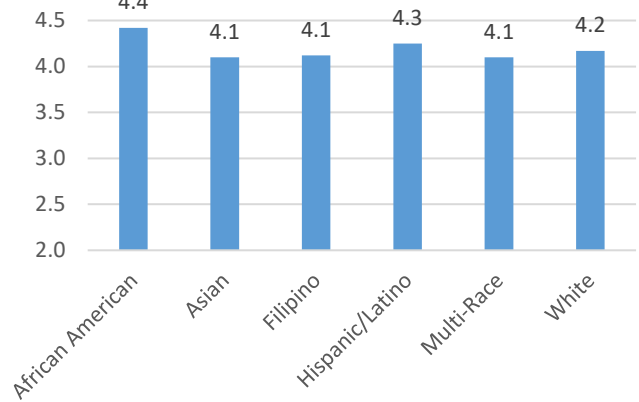
Q4.2_Counseling advice.



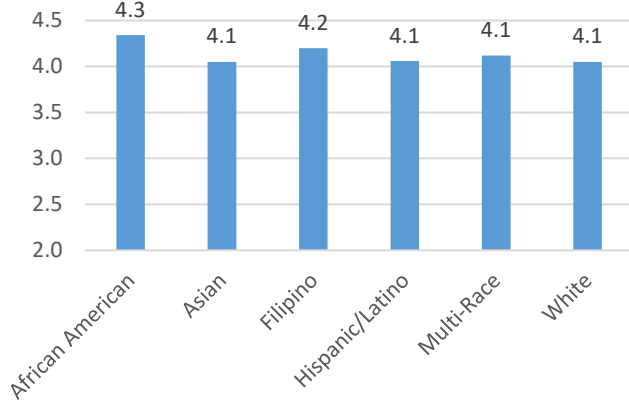
Q4.3_Knowledge about support services



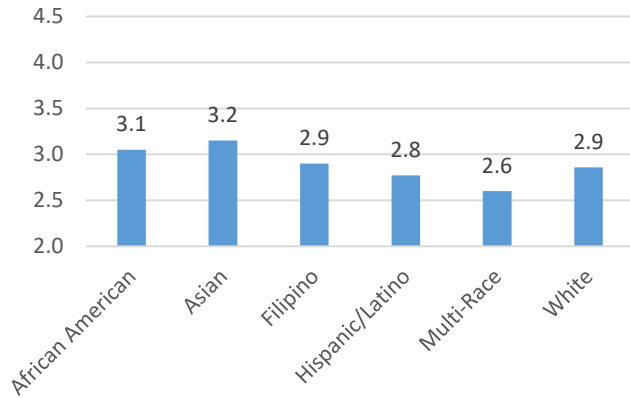
Q4.4_Tutoring labs/programs/college library.



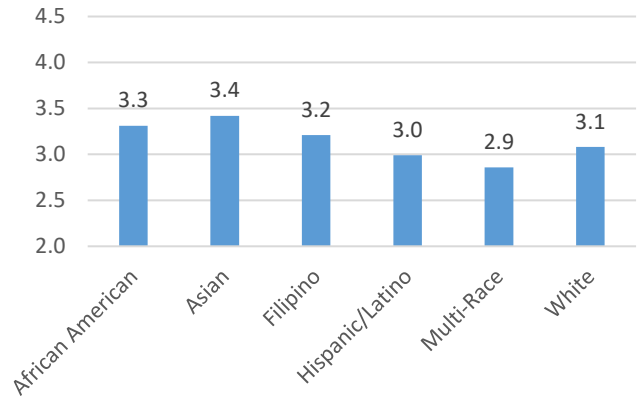
Q4.5_Financial aid or scholarship.



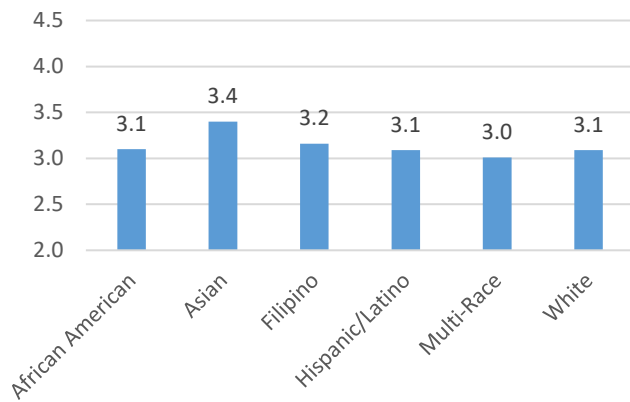
Q5.1_Costs (tuition, fees, parking permits...)



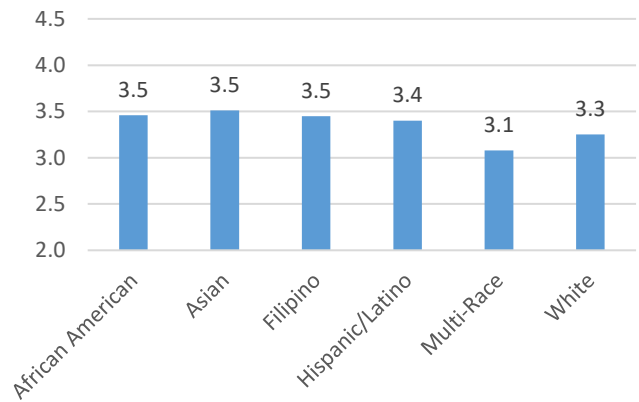
Q5.2_Financial aid policy or process.



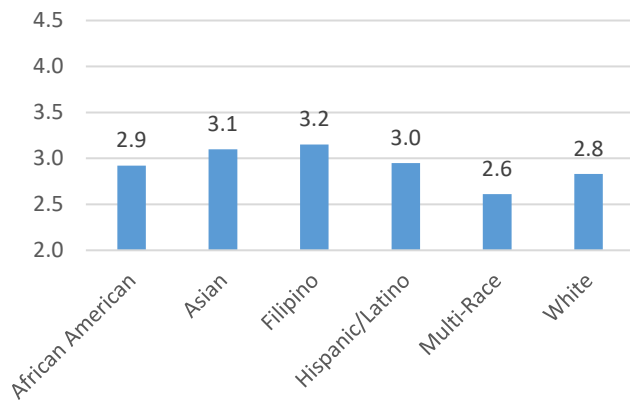
Q5.3_Repeatability policy



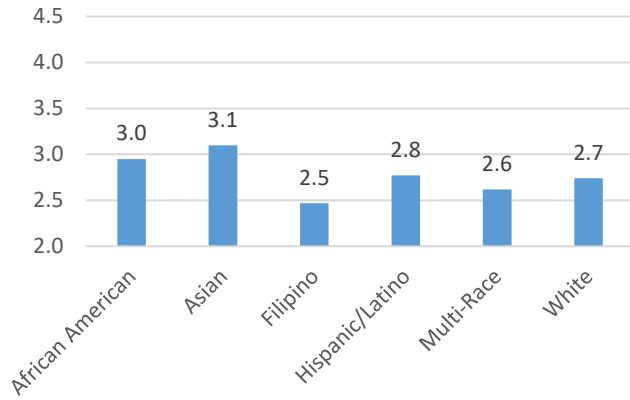
Q5.4_Program/degree/certificate requirements



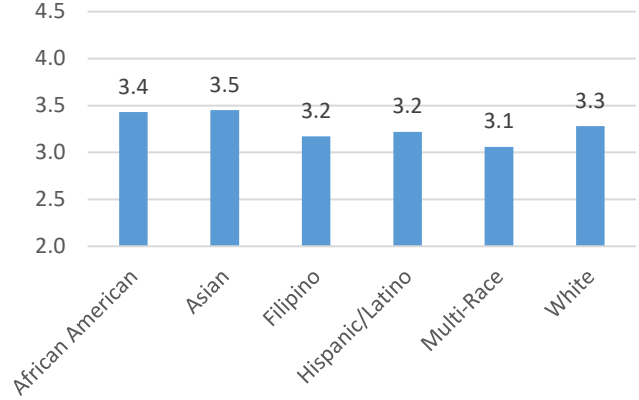
Q5.5_Maximum unit policy.



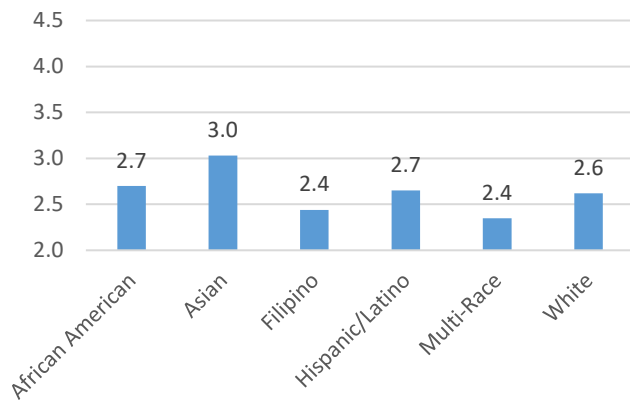
Q6.1_Work schedule (flexible or not).



Q6.2_Support from/responsibilities to family/ friends



Q6.3_Money or finances.



Q6.4_Personal characteristics

