

THE GALLUP ORGANIZATION

for

**Regional Center for Education and Work
University of Missouri – St. Louis**

Quality of Community Life Study

Submitted to:

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Introduction and Overview

Executive Summary

In 1999 a group of leading social scientists conducted the first Positive Psychology Summit to study positive aspects of human behavior and growth rather than illness. From their work emerged a group of hypothetical descriptors of the “good life.” The existing survey instrument consists of questions related to the individual fields that were written by The Gallup Organization to describe the postulated constructs. The purpose of this research is to hold up a mirror to the St. Louis metropolitan community in order to:

- 1) create a benchmark of research results for St. Louis
- 2) provide feedback and action planning
- 3) stimulate actions through stakeholder groups at the grass roots level and policy makers in the public and private sectors to, as Regional Center for Education and Work (RCEW) suggests, “think regionally and act locally”

Therefore, the survey results are not the end, but the beginning, of efforts by individuals, groups, organizations, and businesses across the community to improve well-being.

Gallup conducted a survey of the St. Louis metropolitan region (n=999) and a national survey (n=1,008) between June 22 and August 3, 2001, using the instrument based on the original 17 dimensions and consisting of 106 items plus demographics. Subsequently, the dimensions and items were reconfigured to a smaller group of 12 dimensions and 67 items, plus two overall measures for a total of 75 items. The reliability of the reconfigured instrument of 67 items and 12 themes is .90. The reconfigured wellspring dimensions include the following:

- Aesthetics (appreciating and experiencing beauty)
- Altruism/Civility (volunteer service, community improvement)
- Courage (taking a stand for beliefs)
- Creativity (using imagination, originality)
- Friendships (developing relationships with others)
- Future Focus (setting and using goals)
- Learning (learning and growing)
- Principle-Centered (using values and beliefs)
- Self-Regulation (structure and discipline)
- Spirituality (spiritual beliefs)
- Wisdom (making sense of experience)
- Workplace Satisfaction (enjoyment and satisfaction from work)

The wellspring dimensions become the focus of prioritization and action planning in sessions for stakeholder groups. By selecting one or more dimensions on which to work, stakeholder groups can begin to strengthen the dimension person by person within the community.

Detailed Findings

Wellspring Dimensions

The St. Louis and National wellspring dimension means are very similar, suggesting that the St. Louis perceptions closely approximate those of the National sample for the wellspring dimensions.

The St. Louis scores by wellspring dimension range from a high of 4.50 for Learning to a low of 3.40 for Altruism/Civility. National scores reflect a similar pattern and score range.

Based on the number of items given a “5” on a scale of one-to-five with “5” high within a dimension, St. Louis respondents rate Learning, Principle-Centered, Friendships, and Spirituality highest. Workplace Satisfaction, Altruism/Civility, Wisdom, and Self Regulation rate lowest on the percent of “5s.” The National sample followed the same pattern of highest dimensions and the same lowest dimensions but in a different order.

Ladder

The Ladder is an overall assessment, using ladder steps of “0” to describe the worst to “10” for the best possible life. Unprompted by references to any quality or description, overall perceptions of the step on the Ladder result in a mean of 7.33 for St. Louis and 7.34 for the National sample. The present ladder step correlated to all 12 wellspring dimensions. Respondents with more education, higher annual household incomes, and Whites rated their present situation in the “Top Box” (steps 7-10) on the ladder more frequently.

When asked to rate the step of the ladder respondents were on five years ago, most age, education, income, and race groups increased the ranking in the “Top Box” (steps 7-10) for the present step. In St. Louis, those under age 55, those with more than a high school education, those with annual household incomes of \$50,000 but less than \$75,000, and Whites increased the most from five years ago to the present in the “Top Box.”

Respondents from St. Louis and the National sample are hopeful when asked to project the step five years into the future across nearly all age, education, household income, and race groups. In St. Louis, those anticipating a step on the “Top Box” (steps 7-10) increase by 15% from the present (74%) to five years from now (89%).

Workplace Satisfaction, Friendships, Learning, and Self Regulation are the wellspring dimensions that best predict the overall perception of the Ladder, explaining approximately 14.5% of the variance.

Subjective Well-Being

Subjective Well-Being is the sum of five individual questions and serves as another overall measure. The mean of the item means for St. Louis is 3.71 and 3.68 for the National sample. Subjective Well-Being is correlated to all 12 wellspring dimensions.

Friendships and Workplace Satisfaction are the wellspring dimensions that best predict Subjective Well-Being, explaining approximately 41% of the variance.

Quality of Education in Your School District

The means for the quality of education for schools in the respondents' school district are 3.66 for St. Louis and 3.50 for the National sample. The difference in means is significant. In St. Louis, the rating of the quality of education was correlated to 10 of the 12 wellspring dimensions (excepting Spirituality and Wisdom) the Ladder and Subjective Well-Being. In addition, the annual income was correlated to the rating of quality in the school district.

Nearly one in five St. Louis respondents (18%) rate the quality of the schools in their school district a "5" and slightly over four in ten (41%) rate the school district a "4." Fifty-nine percent of the St. Louis respondents rate the schools in their school district a "4" or "5." Nationally, 52% rated the local school district an "A" or "B" in the 2001 Phi Delta Kappan/Gallup survey.

Introduction and Overview

Introduction and Methodology

Introduction

Beginning in 1998 a group of leading social scientists began discussions focused on formation of a new branch of psychology dedicated to the study of positive aspects of human behavior and growth rather than illness. At the initial meeting and the first Positive Psychology Summit in 1999, a group of distinguished social scientists defined a working model hypothesized to be relative descriptors of the “good life.” Ultimately, the goal of this effort is for society to support venues for developing and supporting behaviors that allow individuals and communities to flourish.

The existing survey instrument consists of questions related to the individual fields of inquiry written by The Gallup Organization as an initial measure of the contributors to a positive life. The survey items are based upon the constructs postulated by the Positive Psychology group and individual contributors have conducted extensive research into their respective areas. Therefore, the constructs have an existing and extensive theoretical and research base. The survey instrument, measuring those constructs, is a work in progress.

Gallup’s Quality of Community Life survey is different from traditional lists and publications. Many existing quality of life lists calculate values for what might be thought of as “trailing indicators.” These are commonly reflections of what has been – such as, teenage pregnancy, drop out rates, unemployment rates, average home values, the percentage of persons with different levels of education, and the availability of recreational activities. Gallup’s approach differs in two ways. First, Gallup starts from a theoretical base of studying constructs important to overall happiness and satisfaction regardless of a person’s socio-economic or education status. Then, the Quality of Community Life survey initiates a process of involving the community in priority setting and action planning to shape the future.

The goal of Gallup’s Quality of Community Life survey is to hold up a mirror for a community and, thereby, help it understand how individuals and, in summary, the community, see themselves in terms of well-being. It is a process of coming to know ourselves. Gallup’s approach is to not identify deficiencies but to highlight current perceptions, stimulate a community to reflect upon and discuss what the community can be, and plan strategies to get there. The goal of Gallup’s Quality of Community Life system is to create a broad-based dialogue at both the policy and grass roots levels. Therefore, the survey is not the end, but the beginning, of efforts by individuals and groups across the community to improve well-being.

It should be noted that the purpose of the Gallup Quality of Community Life survey is not to find winners and losers, but to reflect “what is.” The survey aims to assess the quality of life of individuals randomly sampled rather than to purposely spread respondents across a 1 to 5 scale. The wellspring constructs come, as previously noted, from the thinking of prominent social scientists, and much debate could, and likely will, occur about existing constructs that should be deleted and other constructs of the “good life” omitted from the survey. Actually, the discussion about the constructs will be a healthy dialogue and exactly what the Positive Psychologists would like to occur. Moreover, since many of the questions possess socially desirable responses, no surprise should occur that the mean scores may seem relatively high. But even the mean scores are not that important. It is important to create a benchmark of the St. Louis community’s current perceptions and help create discussion and action planning that leads the metropolitan community to a desired future. As the Regional Center for Education and Work (RCEW) suggests, we need to **“think regionally and act locally.”**

The Regional Center for Education and Work, University of Missouri – St. Louis, commissioned The Gallup Organization of Princeton, New Jersey to conduct a research study using Gallup’s Quality of Life Survey in the St. Louis, Missouri metropolitan area. As part of an ongoing research effort, a national study was conducted simultaneously to the St. Louis effort.

The goals for the St. Louis study include the following:

- Providing annual feedback to the St. Louis community from the Quality of Community Life survey
- Conducting yearly summits to put the survey results into positive action through community priority setting and action planning sessions
- Focusing the St. Louis metropolitan community on developing specific strategies at community, business, group, and individual levels
- Impacting the St. Louis metropolitan area’s future rather than looking at its past
- Emphasizing strengths, well-being, and a positive direction for the community

Methodology

To accomplish the objectives of this study, Gallup conducted a telephone survey of adults in metropolitan St. Louis, Missouri. The telephone survey was conducted between June 22 and August 3, 2001, and 999 adults from the St. Louis metropolitan

area participated in the survey. During the same time frame, 1,008 adults from a U.S. sample were interviewed, using the same survey instrument.

Sample Design

Gallup conducted research with two independent random digit dial samples, using non-replacement sampling. The target population for the “St. Louis” data was the 13-county Metropolitan Statistical Area (MSA) plus St. Francois County. The “National” data represent a proportional sample of the 48 contiguous states in the United States. The response rates for the St. Louis MSA and U.S. samples were both 21%.

Gallup uses a list-assisted probability design in which the frame consists of all valid telephone blocks within a study area which contain at least three directory-listed residential numbers. Valid blocks are sets of 100 contiguous telephone numbers in which the first eight digits are common. This technique provides coverage of virtually all residential telephone households in a study area. Gallup then randomly generates the last two numbers for a full 10-digit phone number within each valid block.

Once a household is reached, the interviewer determines how many household members are aged 18 or older. In households containing more than one adult, interviewers ask to speak with the adult who had the most recent birthday. If that individual is unavailable at the first contact, additional callbacks are made in order to protect the integrity of the random sample.

Call Design

The call design for this project consisted of at least five callbacks to each phone number released. Calls were distributed across a combination of days of the week as well as times of day.

Weighting

Weighting occurred in multiple stages and was designed to equalize selection probabilities at the individual level as well as adjust for nonresponse bias by demographics. Each step was made using data weighted from the previous step. The first weighting equalized selection probabilities at the individual level (number of eligible household members). Then the proportion of Hispanics/Non-Hispanics and of Whites/Non-Whites was sequentially adjusted to reflect the most recent Census Bureau estimates. Finally, the distribution of gender by age (using three age categories: 18-34, 35-54, 55+) was corrected.

Introduction and Overview

Sample Characteristics

	Actual	Weighted
Overall Sample	999	999
Race/Ethnicity		
White	86%	83%
Non-White	13	16
Age		
18-34	32%	29%
35-54	41	40
55+	27	30
Education		
High school or less	30%	31%
Post high school	31	31
College graduate or greater	39	38
Income		
<\$30K	25%	22%
\$30K-\$50K	24	24
\$50K-\$75K	19	20
\$75K+	24	26

*The procedures for weighting the survey data collected are designed to project the results to the characteristics of the population surveyed, i.e. adults, aged 18 and over, residing in the St. Louis M.S.A.

“Don’t know” or “Refused” percentages are not reported in these breakdowns.

Introduction and Overview

Survey Instrument

The Positive Psychology group postulated 17 dimensions thought of as “wellsprings” of a good life, and the survey instrument consisted of 106 items reflecting those dimensions plus demographics. This survey was field tested in 1999. The original instrument was used with both the St. Louis and National samples in 2001, and the two surveys were in the field for identical time periods. The complete survey instrument can be found in Appendix A. As a result of three administrations, the dimensions and item assignments were reconfigured. Factor analysis of the survey results suggested using a smaller group of 12 dimensions plus two additional measures that included a total of 75 items. The reconfigured wellspring dimensions include 67 items describing the following constructs:

- I. Aesthetics (appreciating and experiencing beauty)
- II. Altruism/Civility (volunteer service, community improvement)
- III. Courage (taking a stand for beliefs)
- IV. Creativity (using imagination, originality)
- V. Friendships (developing relationships with others)
- VI. Future Focus (setting and using goals)
- VII. Learning (learning and growing)
- VIII. Principle-Centered (using values and beliefs)
- IX. Self-Regulation (structure and discipline)
- X. Spirituality (spiritual beliefs)
- XI. Wisdom (making sense of experience)
- XII. Workplace Satisfaction (enjoyment and satisfaction from work)

Two over-reaching constructs are represented in the survey as well:

- The Ladder

The Ladder is an overall measure of how respondents view the status of their lives in a time-relative perspective of now, five years into the future, and five years in the past. These questions were created, reportedly in the 1930s, through the collaboration of Dr. George H. Gallup and Dr. Hadley Cantril, a well-known and respected social psychologist, who was head of Public Opinion Research for the U.S. government during World War II. Gallup has maintained records of national samples since 1964. These questions have been especially useful in obtaining comparable data across countries' borders because each person regardless of nationality could "self anchor" at the bottom and the top of the ladder.

- Subjective Well-Being

Subjective Well-Being is an overall measure, using the Satisfaction with Life Scale developed by Ed Diener and others at the University of Illinois. The Satisfaction with Life Scale measures general satisfaction with life, rather than pointing to specific domains such as finances. As a result, the Satisfaction with Life Scale referred to here as Subjective Well-Being allows a person to form an assessment of well-being by combining and valuing various aspects of his/her life on an individual basis.

A more detailed description of each construct is contained in Appendix B, and a listing of the items by wellspring dimension is available in Appendix C.

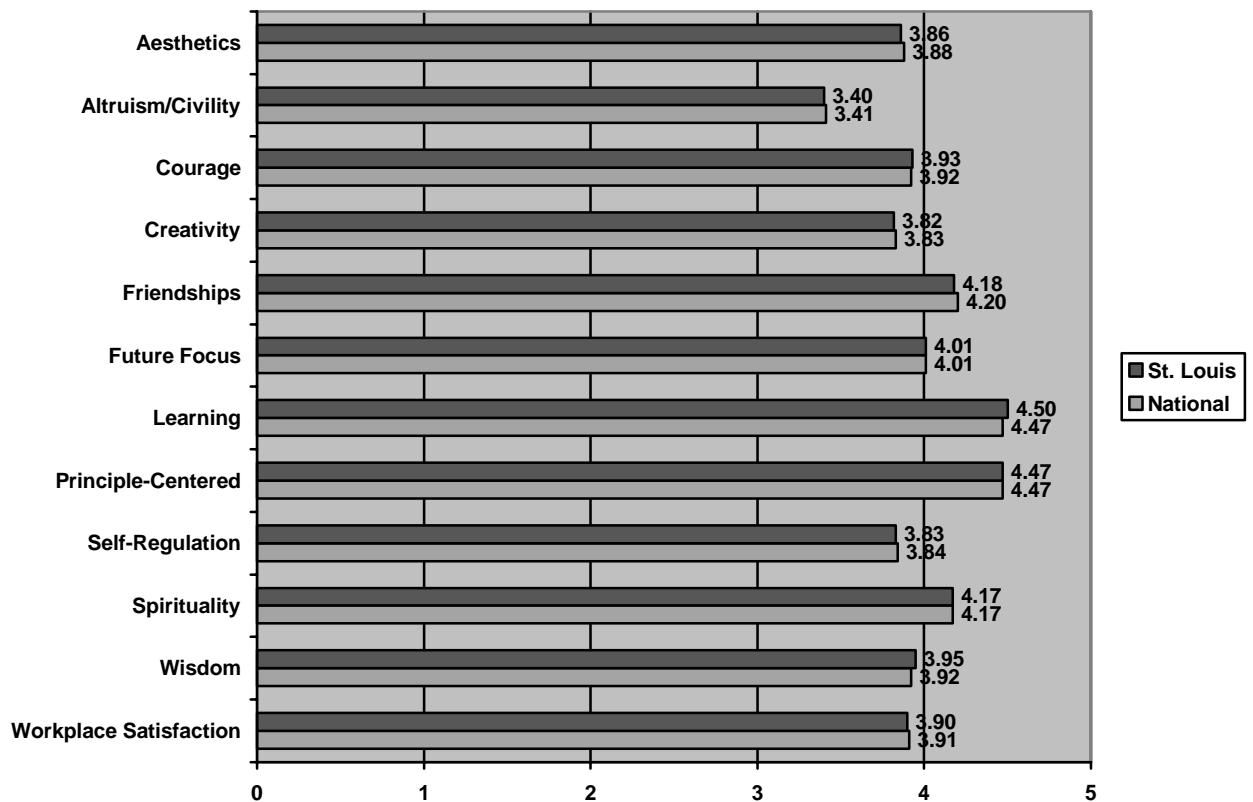
Detailed Findings

St. Louis Metropolitan Results

Question 1

Are there significant differences in wellspring dimension means between the St. Louis metropolitan region and the National sample?

WELLSPRING DIMENSION MEANS FOR ST. LOUIS AND NATIONAL



Graph 1

WELLSPRING DIMENSION MEANS BY ST. LOUIS AND NATIONAL

	St. Louis (n=999)	National (n=1,008)
Aesthetics	3.86	3.88
Altruism/Civility	3.40	3.41
Courage	3.93	3.92
Creativity	3.82	3.83
Friendships	4.18	4.20
Future Focus	4.01	4.01
Learning	4.50	4.47
Principle-Centered	4.47	4.47
Self-Regulation	3.83	3.84
Spirituality	4.17	4.17
Wisdom	3.95	3.92
Workplace Satisfaction	3.90	3.91
Ladder	7.33	7.34
Subjective Well Being	3.71	3.68

Figure 1

- The St. Louis mean scores by wellspring dimension range from a high of 4.50 for Learning to a low of 3.40 for Altruism/Civility. The National mean scores by dimension range from a high of 4.47 for Learning and Principle-Centered to a low of 3.41 for Altruism/Civility.
- The St. Louis and National wellspring dimension means are very similar, suggesting that the St. Louis perceptions of the 12 wellspring dimensions closely approximate the perceptions from the National sample.
- The wellspring dimensions are inter-correlated, but each of the dimensions can stand independently. Of the 12 wellsprings, Courage, Learning, Friendships, Creativity, Principle-Centered, and Wisdom appear to have the highest relationships with the 11 other wellspring dimensions.
- The reliability of the reconfigured instrument of 67 items and 12 dimensions is .90 (Cronbach Alpha).
- Two summary constructs, the Ladder and Subjective Well-Being are correlated at .495 ($p < .01$).

Question 2

Are there significant differences in perceptions of the wellspring dimensions based on gender, age, race, educational attainment, or income?

WELLSPRING DIMENSION MEANS BY AGE

St. Louis (n=999)

	18-34	35-54	55+
Aesthetics	3.81	3.94	3.81
Altruism	3.27	3.48	3.41
Courage	4.00	3.97	3.82
Creativity	3.97	3.85	3.63
Friendships	4.22	4.20	4.14
Future Focus	4.16	4.02	3.85
Learning	4.55	4.55	4.37
Principle-Centered	4.43	4.50	4.46
Self Regulation	3.72	3.79	4.00
Spirituality	4.08	4.21	4.19
Wisdom	4.01	3.98	3.86
Workplace Satisfaction	3.83	3.90	4.00
Ladder	7.25	7.24	7.52
Subjective Well-Being	3.68	3.64	3.84

Figure 2

Age groups respond differently on eight of the twelve wellspring dimensions (Altruism, Workplace Satisfaction, Courage, Creativity, Future Focus, Learning, Wisdom, Self Regulation) as well as the Ladder and Subjective Well-Being.

- St. Louis respondents 35-54 and 55 and older age groups tend to have higher mean scores than the 18-34 age group for Altruism.

- Respondents in the 18-34 age group and 35-54 age groups in St. Louis tend to have higher mean scores than those in the 55 and older group for Courage, Creativity, Future Focus, Learning, and Wisdom dimensions.
- The 18-34 age group in St. Louis tends to score higher means than respondents in the 35-54 and 55 and older groups on the Creativity and Future Focus dimensions.
- Respondents 55 and older in St. Louis tend to score higher means for Self-Regulation and the two overall assessments, the Ladder and Subjective Well-Being, than the 18-34 and 35-54 age groups.
- The 55 and Older St. Louis respondents tend to score higher than the 18-34 age group on Workplace Satisfaction.

WELLSPRING DIMENSION MEANS BY HIGHEST LEVEL OF EDUCATION COMPLETED

St. Louis (n=999)

	HS or Less	Post HS	College or Greater
Aesthetics	3.69	3.90	3.97
Altruism	3.27	3.33	3.57
Courage	3.87	3.96	3.96
Creativity	3.76	3.82	3.88
Friendships	4.10	4.19	4.25
Future Focus	3.91	4.05	4.05
Learning	4.39	4.56	4.53
Principle-Centered	4.36	4.53	4.51
Self Regulation	3.82	3.82	3.85
Spirituality	4.20	4.22	4.10
Wisdom	3.93	3.97	3.96
Workplace Satisfaction	3.87	3.83	3.97
Ladder	7.26	7.29	7.41
Subjective Well-Being	3.62	3.68	3.82

Figure 3

The highest level of education completed tends to be related to responses for six of the wellspring dimensions (Altruism, Aesthetics, Future Focus, Learning, Principle-Centered, and Workplace Satisfaction) and Subjective Well-Being.

- College Graduates and higher in St. Louis tend to score higher means for Altruism and Subjective Well-Being than the High School Graduates or less, and the Post High School groups.
- Post High School and College Graduates and higher education groups tend to score higher than High School Graduates or less on the Aesthetics, Future Focus, Learning, and Principle-Centered wellspring dimensions.
- The College Graduates and higher education group tends to score higher than the Post High School Graduates on Work Satisfaction.

WELLSPRING DIMENSION MEANS BY ANNUAL HOUSEHOLD INCOME

St. Louis (n=999)

	<\$30K	\$30K <\$50K	\$50K <\$75K	\$75K+
Aesthetics	3.67	3.93	3.89	3.95
Altruism	3.15	3.45	3.50	3.52
Courage	3.82	3.98	3.97	3.99
Creativity	3.64	3.92	3.87	3.90
Friendships	3.90	4.25	4.30	4.30
Future Focus	3.83	4.04	4.06	4.12
Learning	4.34	4.57	4.53	4.57
Principle-Centered	4.32	4.51	4.49	4.53
Self Regulation	3.71	3.83	3.81	3.93
Spirituality	4.14	4.30	4.24	4.02
Wisdom	3.88	4.02	4.00	3.96
Workplace Satisfaction	3.67	3.92	3.89	4.01
Ladder	6.77	7.28	7.29	7.73
Subjective Well-Being	3.38	3.75	3.74	3.90

Figure 4

The annual household income of respondents seems to be related to responses for nine of the wellspring dimensions (Aesthetics, Altruism, Courage, Creativity, Friendships, Future Focus, Learning, Principle-Centered, and Workplace Satisfaction) as well as the Ladder and Subjective Well-Being.

- In St. Louis, respondents above \$30,000 annual household income tend to score higher means on nine wellspring dimensions (Aesthetics, Altruism, Courage, Creativity, Friendships, Future Focus, Learning, Principle-Centered, and Workplace Satisfaction) as well as the Ladder and Subjective Well-Being.
- St. Louis respondents in the highest annual household income group, \$75,000 and above, tend to have higher means than the other three income groups on the Ladder and Subjective Well-Being.
- The National respondents in the \$75,000 and above annual household income group tend to score higher mean scores on six dimensions (Aesthetics, Altruism, Courage, Creativity, Principle-Centered, and Learning) as well as the Ladder and Subjective Well-Being.

WELLSPRING DIMENSION MEANS BY RACE

St. Louis (n=999)

	White	Non-White
Aesthetics	3.88	3.80
Altruism	3.40	3.43
Courage	3.92	3.99
Creativity	3.81	3.87
Friendships	4.22	4.01
Future Focus	3.99	4.11
Learning	4.48	4.56
Principle-Centered	4.48	4.40
Self Regulation	3.85	3.74
Spirituality	4.15	4.25
Wisdom	3.93	4.06
Workplace Satisfaction	3.93	3.74
Ladder	7.41	6.89
Subjective Well-Being	3.78	3.38

Figure 5

Whites and Non-Whites respond differently on three wellspring dimensions (Friendships, Workplace Satisfaction, and Wisdom) as well as the Ladder and Subjective Well-Being.

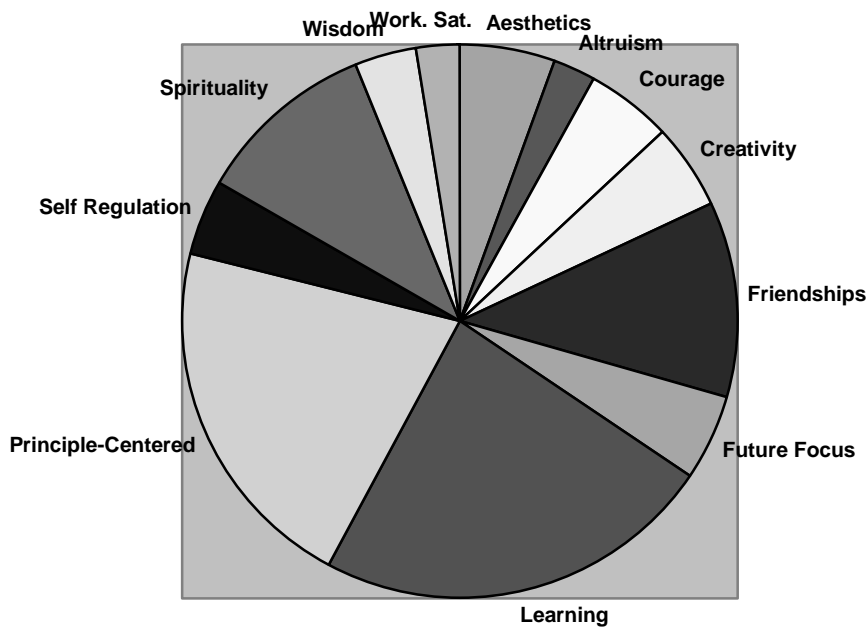
- Whites tend to score higher means than Non-Whites on Friendships and Workplace Satisfaction as well as the Ladder and Subjective Well-Being.
- Non-Whites tend to score significantly higher means than Whites on Wisdom.

Question 3

Are some of the wellspring dimensions more descriptive of St. Louis than others?

Given a scale of “1” to “5” with “5” being high, we know that selection of “5” is a very different response that even of a “4.” When a person does select a “5” on a 5-point scale, it reflects an intensity with which one embraces that response. When selecting a “5” for numerous items, the dimension pretty well fits the individual. Graph 2 displays the percentage of persons scoring at a 4.83 level (the equivalent of five of six items a “5” within a wellspring dimension).

SELECTION OF “5s” BY WELLSPRING DIMENSION ST. LOUIS (N=999)



Graph 2

- As shown in Graph 2 for St. Louis, the four wellspring dimensions with the highest percent of “5s” are Learning, Principle-Centered, Friendships, and Spirituality. The wellspring dimensions with the lowest percentage of “5s” include Workplace Satisfaction, Altruism, Wisdom, and Self Regulation.
- The National sample follows a similar pattern for the wellspring dimensions with the highest percent of “5s,” rating for Learning, Principle-Centered, Friendships, and Spirituality. The four dimensions with the lowest percent of “5s” are different in the National sample and include Altruism, Wisdom, Workplace Satisfaction, and Creativity.

Question 4

“Imagine a ladder with steps numbered from zero, the lowest step, to ten, the highest. The bottom rung represents the worst possible life for you and the top step represents the best possible life for you. On which step do you personally stand at the present time?”

PRESENT STEP OF THE LADDER MEANS FOR ST. LOUIS AND NATIONAL

St. Louis (n=999)	National (n=1,008)
7.26	7.23

Figure 6

- As displayed in Figure 6, mean scores for the present step of the ladder are similar for St. Louis and the National sample. Yet, differences do exist when comparing St. Louis and the National sample around age, education, income, and race.
- The present step on the ladder correlates with all 12 wellspring dimensions.
- In St. Louis, the wellspring dimensions that best predict the perception of respondents’ present step on the Ladder are Work Satisfaction, Friendships, Self Regulation, and Wisdom. These four wellspring dimensions explain approximately 18% of the variance.

Given the Ladder steps described in the question above with steps 0-10, the steps may be divided into a “Top Box” (steps 7, 8, 9, 10), a “Middle Box” (steps 4, 5, 6), and a “Bottom Box”(steps 0, 1, 2, 3). The “Top Box” scores provide insight into those respondents expressing the strongest positive feelings.

PRESENT STEP ON LADDER BY "TOP," "MIDDLE," AND "BOTTOM" BOX

	Top	Middle	Bottom
St. Louis (n=999)	74%	22%	4%
National (n=1,008)	71%	25%	4%

Figure 7

In the St. Louis and National results, approximately 7 of 10 respondents select a step in the "Top Box."

PRESENT STEP ON LADDER "TOP BOX" (STEPS 7-10) AND MEAN BY AGE

	18-34	35-54	55+
St. Louis (n=999)			
Top Box	72%	74%	78%
Mean	6.98	7.25	7.55
National (n=1,008)			
Top Box	63%	73%	76%
Mean	6.73	7.29	7.67

Figure 8

- In St. Louis, the percentage of persons in the "Top Box" (steps 7-10) increases numerically with each older age group. However the percentage differences for St. Louis are not significantly different.
- The same trend for the youngest to oldest age groups is mirrored in the National data, but the difference in the National results between the two older age groups and the 18-34 group is significant.

- In St. Louis, the mean for the 55 and older age group is significantly higher than the mean for the 18-34 year old group.
- In the National sample, the mean for the 35-54 group is significantly higher than the 18-34 age group, and the 55 and older group's mean is higher than both the 18-34 and 35-54 age groups.

PRESENT STEP ON LADDER "TOP BOX" (STEPS 7-10) AND MEAN BY EDUCATION ATTAINMENT

	HS Grad_or Less	Post_HS	Coll Grad_or Greater
St. Louis (n=999)			
"Top Box"	66%	75%	81%
Mean	7.08	7.29	7.39
National (n=1,008)			
"Top Box"	64%	69%	78%
Mean	6.98	7.14	7.49

Figure 9

- In St. Louis, respondents who were Post High School respondents (75%) and College Graduates or greater (81%) chose the "Top Box," (steps 7-10) significantly more often than respondents who are High School graduates or less (66%). The means reflect the same situation with the College Graduate or greater group's mean being significantly higher than the High School Graduate or less group's mean.
- The National sample reflects the same numerical trend for the three education groups in which higher educational attainment levels yield higher percent of respondents in the "Top Box." In the National sample, the College Graduate or greater group's percentage in the "Top Box" is significantly higher than the Post High School and High School Graduate or less groups' percentages. The College Graduate or greater group's mean is significantly higher than the High School Graduates or less and the Post High School groups' means.

PRESENT STEP ON LADDER: "TOP BOX" (STEPS 7-10) AND MEAN BY ANNUAL HOUSEHOLD INCOME

	<\$30K	\$30K-<50K	\$50K-<75	\$75K+
St. Louis (n=999)				
"Top Box"	51%	74%	84%	86%
Mean	6.42	7.16	7.52	7.73
National(n=1,008)				
"Top Box"	54%	70%	75%	85%
Mean	6.70	7.12	7.27	7.83

Figure 10

Respondents in the two higher income levels appear to choose the "Top Box" (steps 7-10) more frequently than respondents in the two lower income levels.

- In St. Louis, the percent of respondents selecting a step in the "Top Box," (steps 7-10) increases numerically as the annual household income increases. The three higher groups are significantly higher in the percent choosing the "Top Box" than the Less than \$30,000 income group.
- The top two groups, \$50,000 to Less than \$75,000 and \$75,000 and Above in St. Louis, have significantly higher percentages of respondents in the "Top Box" than the two lower groups, Less than \$30,000 and \$30,000 to Less than \$50,000. The means reflect this same relationship and are significant differences.
- A different pattern of respondents in the "Top Box" (steps 7-10) emerges in the National sample in two respects. In the National sample, the \$75,000 and greater income group's percent (85%) in the "Top Box" (steps 7-10) is significantly greater than the \$50,000 to Less than \$75,000 group (75%). But, the \$50,000 to Less than \$75,000 income group (75%) is not significantly different than the \$30,000 to Less than \$50,000 income group (70%).
- The nine-point difference between those with \$50,000 but Less than \$75,000 income in St. Louis and the National sample is not significant.

PRESENT STEP ON LADDER: "TOP BOX" STEPS 7-10 BY RACE

	White	Non-Whites
St. Louis (n=999)		
"Top Box"	77%	58%
Mean	7.42	6.41
National (n=1,008)		
"Top Box"	74%	55%
Mean	7.30	6.75

Figure 11

- In St. Louis and the National sample, White respondents perceive their present step in the "Top Box" (steps 7-10) at a higher percentage than do Non-White respondents, and the overall White mean is significantly higher than the Non-White mean for both St. Louis and the National sample.

“On which step did you stand five years ago?”

FIVE YEARS AGO STEP OF THE LADDER MEANS FOR ST. LOUIS AND NATIONAL

St. Louis (n=999)	National (n=1,008)
6.21	6.24

Figure 12

Present standing on the ladder was higher than that perceived for five years ago for both the St. Louis and National sample groups. The 55 and older age group, High School or Less educational group, Less than \$30,000 annual household income group, and Non-Whites gained significantly smaller percentages in the “Top Box” than the other corresponding groups.

- In St. Louis, 48% chose a step in the “Top Box” (steps 7-10) for five years ago, but 74% chose a step in the “Top Box” (step 7-10) for the present, an increase of 26%.
- Nationally, the results are very similar. Forty-nine percent chose a step in the “Top Box” (steps 7-10) for five years ago, but 71% chose step 7-10 for the present, an increase of 22%.
- In St. Louis, the percentage of respondents in the “Top Box” (steps 7-10) increases from that perceived for five years ago to the present step for all age group respondents but less so for respondents 55 years and older. The increase in percentage of persons in the “Top Box” perceived for five years ago to the present range from 33% higher currently for the 18-34 age group, 29% higher for 35-54 age group, and 18% higher for the 55 and older age group.
- In St. Louis, while the 55 and older age group increases the least percentage of the three age groups in the “Top Box” (steps 7-10) from five years ago to present, this age group also had the highest number of persons in the “Top Box” five years ago, 60%, compared to 39% and 45% respectively for the 18-34 and 35-54 age groups.

- In St. Louis the gain in percent in the “Top Box” for respondents in the High School graduate and less educational attainment group (17%) is lower than the two other education groups (31% each).
- In St. Louis, respondents in the Less than \$30,000 income groups gain a significantly smaller percent (5%) than that for other income groups (28%, 47%, 29%, respectively for the three other income groups).
- In St. Louis, the percent of White respondents perceiving themselves in the “Top Box” (steps 7-10) from five years ago to the present step increased 28%. The percent of Non-Whites increase in the “Top Box” from five years ago to the present step is 18%.

“On which step do you expect to stand five years into the future?”

STEP FIVE YEARS INTO THE FUTURE OF THE LADDER MEAN FOR ST. LOUIS AND NATIONAL

St. Louis (n=999)	National (n=1,008)
8.50	8.56

Figure 13

Respondents are hopeful of the future. In St. Louis, 74% perceive a step in the “Top Box” (steps 7-10) for the current step, and 89% anticipate being at a step in the “Top Box” five years in the future. National percentages are similar with 71% presently on a “Top Box” step and 87% perceiving on a “Top Box” step five years in the future.

- When compared to the current step, higher percentages of respondents indicated that they would be in the “Top Box” (steps 7-10) five years from now across age, education, income, and race groups, except for respondents in the 55 and older age group. The same percent of respondents in the 55 and older age group perceive themselves on a step in the “Top Box” (steps 7-10) (78%) as at the present step.
- In St. Louis, respondents most hopeful of the perceived step five years into the future are those in the 18-34 age group (95%), College Graduate and greater education level (94%), and \$75,000 and above annual household income level (97%), based on ratings of “Top Box” (steps 7-10).
- St. Louis respondent groups expressing the greatest gain from the “Top Box” for the present to the “Top Box” five years in the future are those in the 18-34 year old age group (23%), Less than \$30,000 annual household income group (26%), and Non-Whites (30%).
- The wellspring dimensions that best predict the step a person anticipates five years in the future are Future-Focus, Friendships, Creativity, and Workplace Satisfaction. The four dimensions explain approximately 15% of the variance. If Future-Focus is removed from the group, Friendships is the most important of the remaining dimensions.

Question 5

“In most ways my life is close to ideal.”

“I am completely satisfied with my life.”

“The conditions in my life are excellent.”

“If I could live my life over, I would not make any major changes.”

“So far I have gotten the important things I want in my life.”

Subjective Well-Being is an overall measure, using the Satisfaction with Life Scale developed by Ed Diener and others at the University of Illinois. The Satisfaction with Life Scale measures general satisfaction with life by allowing a person to form an assessment of well-being by combining and valuing various aspects of life important to that individual. Subjective Well-Being, as used in this study, is the grand mean of the five items above.

SUBJECTIVE WELL-BEING MEANS FOR ST. LOUIS AND NATIONAL

St. Louis (n=999)	National (n=1,008)
3.71	3.68

Figure 14

- The mean of the item means for St. Louis is 3.71 and 3.68 for the National sample. There is no difference between the St. Louis and the National sample on the five individual item means or the construct grand mean.
- Subjective Well-Being is correlated to all 12 of the wellspring dimensions.
- Subjective Well-Being is best predicted by two wellspring dimensions: Friendships and Workplace Satisfaction. Friendships and Workplace Satisfaction explain approximately 41% of the variance.

Question 6

“In terms of the quality of education, on a one-to-five scale, with “5” high and “1” low, how would you rate the schools in your school district?”

QUALITY OF EDUCATION RATING MEANS FOR ST. LOUIS AND NATIONAL

St. Louis (n=999)	National (n=1,008)
3.66	3.50

Figure 15

- As displayed in Figure 15, the means for the quality of education rating for schools in the respondents’ school district were 3.66 for St. Louis and 3.50 for the National sample. The difference in means is significant.
- The rating of the quality of education is correlated to 10 of the 12 wellspring dimensions, the Ladder, and Subjective Well-Being. The two wellspring dimensions not correlated to the rating of the quality of education in St. Louis are Spirituality and Wisdom.

"5" RATING OF THE QUALITY OF EDUCATION IN SCHOOLS OF THEIR SCHOOL DISTRICT

	DK	1	2	3	4	5
St. Louis (n=999)	3%	3%	6%	29%	41%	18%
National (n=1,008)	3%	4%	10%	30%	37%	15%

Figure 16

- Nearly one in five St. Louis respondents rate the quality of education in the schools of their school district a "5" on a one-to-five scale with "5" being high. More than four out of ten St. Louis respondents rate the schools of their school district a "4." Combining the "4" or "5" in St. Louis, 59% of the respondents rate the schools of their school district a "4" or "5" on a one-to-five scale with "5" high.
- By comparison, in the National sample, 52% of the respondents rate the schools in their school district a "4" or "5" on a one-to-five scale with "5" being high. The seven-percentage point difference between the combined "4" or "5" for St. Louis (59%) and the National sample (52%) is significant.
- These results are consistent with the most recent Phi Delta Kappan/Gallup survey conducted during May 23 to June 6 2001 in which 51% of the respondents across the country assigned a letter grade of "A" or "B" to the local school district. Nationally, this year is the first time that a majority of respondents rated the local school district with an "A" or a "B" in the Phi Delta Kappan/Gallup survey.

“5s” RATINGS AND MEANS FOR THE QUALITY OF EDUCATION BY AGE

	18-34	35-54	55+
St. Louis (n=999)			
% “5”	15%	19%	19%
Means	3.57	3.74	3.65
National (n=1,008)			
% “5”	11%	17%	17%
Means	3.40	3.48	3.64

Figure 17

Few significant differences exist between age groups in how respondents rate the quality of education in the schools of their school districts.

- In St. Louis, nearly one in five (34-54 and 55+ age groups) and as low as almost one in seven (18-34) respondents rate the quality of education in the schools of their school district a “5.” However, the differences in percent of “5s” are not significant.
- In St. Louis, the mean for the 35-54 age group is significantly higher than the mean for the 18-34 age group.
- In both St. Louis and the National samples, the youngest age group (18-34) rates the quality of education in the schools of their school district with a “5” slightly less frequently than the older age groups, though not significantly.

"5s" RATINGS AND MEANS FOR QUALITY OF EDUCATION BY EDUCATION ATTAINMENT

	HS Grad or Less	Post HS	Coll Grad or Greater
St. Louis (n=999)			
"%5s"	19%	15%	20%
Means	3.67	3.62	3.69
National (n=1,008)			
"% 5s"	17%	12%	17%
Means	3.52	3.40	3.57

Figure 18

In St. Louis, no significant differences exist between the highest level of education completed and how respondents rate the quality of education in the schools of their school districts.

- While the National percentages of "5s" appear lower for each education group than the St. Louis percentages, the differences are not significant.
- In the National groups, the mean for the College Graduate and greater education group is higher than that of the Post High School group's mean.

"5s" RATINGS AND MEANS FOR QUALITY OF EDUCATION BY ANNUAL HOUSEHOLD INCOME

	<30K	\$30K-<50K	\$50K-<\$75	\$75K >
St. Louis (n=999)				
% "5s"	14%	15%	16%	26%
Means	3.44	3.59	3.71	3.90
National (n=1,008)				
% "5s"	16%	13%	11%	18%
Means	3.47	3.42	3.51	3.57

Figure 19

- In St. Louis, respondents with higher annual income (\$75,000 and above) rate the quality of education in the schools in their school district more frequently with a "5." The means for the \$50,000 but less than \$75,000 and \$75,000 and greater income groups are significantly higher than the less than \$30,000 income group.
- The St. Louis means for the \$50,000 but less than \$75,000 and the \$75,000 and greater income groups are significantly higher than the means for the same groups in the National sample.

“5s” RATINGS AND MEANS FOR QUALITY OF EDUCATION BY RACE

	White	Non-White
St. Louis (n=999)		
% “5”	19%	12%
Means	3.71	3.44
National (n=1,008)		
% “5”	14%	23%
Means	3.49	3.59

Figure 20

- In St. Louis, approximately one in five White respondents (19%) rate the local school district a “5” as compared to about one in eight Non-White respondents (12%). Nationally, the ratios are nearly reversed.
- In St. Louis, there is a significant difference in how White and Non-White respondents rate the quality of education in the schools of their school district. The mean for White respondents is 3.71 and 3.44 for Non-White respondents.

Appendix A

Survey Questionnaire

The following pages include the fielded questionnaire

CRT
GALLUP,MIS52946
G946
FIELD FINAL - JUNE 22, 2001
(Columns are ABSOLUTE)

Project Registration #133960
UNIVERSITY OF MISSOURI
City Center: Exec.
Quality of Life R&D
Manning/Christiansen/McNeese
Jane Wood, Specwriter
June, 2001

The Gallup Organization, Inc.
____ APPROVED BY CLIENT
____ APPROVED BY PROJECT MANAGER

n=1000

I.D.#: _____ (1- 6)

**AREA CODE AND TELEPHONE NUMBER: _____
_____ (649 - 658)

**INTERVIEW TIME: _____
_____ (716 - 721)

Hello, my name is _____ with The Gallup Organization.
We are conducting a study to understand issues related to the
quality of your life and the life of your community.

- 1 Respondent available - **(Continue)**
- 7 Respondent not available -
(Set time to call back)
- 8 (Soft Refusal)
- 9 (Hard Refusal) - **(Thank and Terminate)** _____(1001)
-

S1. Including yourself, how many members of this household are age 18 or older? (Open ended **and code actual number**)

00 None - **(Thank and Terminate)**

01 One - **(If other than respondent, ask to speak to that person, and Skip to S3)**

02-
96 96+ **(Continue)**

97 Not available - **(Set time to call back)**

98 (DK) **(Thank and Terminate)**

99 (Refused) **(Thank and Terminate)**

(1003) (1002) _____

S2. Of those **(response in S1)** adults, may I please speak to the one who had the most recent birthday?

1 Yes, respondent available - **(Continue)**

7 Respondent not available -
(Set time to call back)

8 (Refused) - **(Thank and Terminate)**
_____(1004)

S3. **(If necessary, ask:)** Hello, my name is _____ with The Gallup Organization. We are conducting a study to understand issues related to the quality of your life and the life of your community. I need to confirm that you are 18 years of age or older. Is that correct?

1 Yes - **(Continue)**

2 No - **(Reset to Introduction)**

3 (DK) **(Thank and Terminate)**

4 (Refused) **(Thank and Terminate)** _____(1005)

1. Imagine a ladder with steps numbered from zero, the lowest step to ten, the highest. The bottom step represents the worst possible life for you and the top step represents the best possible life for you. On which step do you personally stand at the present time?

10	Best possible life	04	
09		03	
08		02	
07		01	
06		00	Worst possible life
05		11	(DK)
		12	(Refused)

_____ (1301) _____
 _____ (1302)

2. On which step did you stand five years ago? **Repeat scale, if necessary**

10	Best possible life	04	
09		03	
08		02	
07		01	
06		00	Worst possible life
05		11	(DK)
		12	(Refused)

_____ (1303) _____
 _____ (1304)

3. On which step do you expect to stand five years into the future? **Repeat scale, if necessary**

10	Best possible life	04	
09		03	
08		02	
07		01	
06		00	Worst possible life
05		11	(DK)
		12	(Refused)

_____ (1305) _____
 _____ (1306)

4. Overall, how satisfied are you with the way your life is going?
Would you say you are **read 5-1**?

5 Very satisfied
4 Satisfied
3 Okay
2 Dissatisfied
1 Very dissatisfied

6 (DK)
7 (Refused)

_____(1307)

5. Overall, how satisfied are you with your workplace? On a one-to-five scale with "5" high and "1" low, how would you rate your satisfaction with work?

5 High
4
3
2
1 Low

6 (DK)
7 (Refused)
8 (Not applicable/Don't work)

_____(1308)

(READ:)

For the following, rate each statement on a five-point scale where "5" means strongly agree, "4" means agree, "3" means undecided, "2" means disagree, and "1" means strongly disagree. **(Read and rotate #6-#106)**

5 Strongly agree
4 Agree
3 Undecided
2 Disagree
1 Strongly disagree

6 (DK)
7 (Refused)

6. In most ways my life is close to ideal. _____(1309)

7. I am completely satisfied with my life. _____(1310)

8. The conditions in my life are excellent. _____(1311)
9. If I could live my life over, I would not make any major changes.
10. So far I have gotten the important things I want in my life.
11. There are people in my life who care as much about my feelings and well being as they do about their own. _____(1314)
12. I look forward to going to work each day. _____(1315)
13. In the last two days, I have performed acts that were helpful to another person, but had no direct personal benefit for me. _____(1316)
14. In the last month I have spent five or more hours providing services as a volunteer worker.
15. In the last 24 hours, I have personally spent 30 minutes in prayer, meditation or contemplation. _____(1318)
16. I have clear pictures in my mind about what I want to happen in the future. _____(1319)
17. In the past week, I have had an exciting, pleasant emotion evoked by beauty. _____(1320)
18. My mind is always asking questions. _____(1321)
19. I have a set of principles that govern my life. _____(1322)
20. My imagination stretches far beyond that of my associates. _____(1323)
21. I think work should be fun. _____(1324)
22. I have taken a stand in the face of strong resistance. _____(1325)
23. I did today what I planned yesterday. _____(1326)
24. I try to treat everyone the same. _____(1327)
25. I make day-to-day decisions based on reason rather than on desire. _____(1328)

26. I have grown in wisdom in the last five years. _____(1329)
27. I believe I am the most important person in someone else's life. _____(1330)
28. I have a neighbor or someone at work who cares about me as a person. _____(1331)
29. I feel comfortable allowing others to help me. _____(1332)
30. I voted in the last mayoral election. _____(1333)
31. I believe that each person has a soul. _____(1334)
32. I set challenging goals so big that I sometimes achieve them and sometimes I do not. _____(1335)
33. I sometimes have a craving for experiencing great art, such as music, drama, or paintings. _____(1336)
34. In my intellectual life, I choose to know a lot about a few things, rather than a little about a lot of things. _____(1337)
35. I think most people will cheat if they think they will not get caught. _____(1338)
36. In the last month I have found an original solution to a problem in my life. _____(1339)
37. Play is a very important part of my life. _____(1340)
38. I sometimes call for action while others talk. _____(1341)
39. I am a highly disciplined person. _____(1342)
40. I try to get close to the people with whom I work or associate. _____(1343)
41. I have a best friend that I see on a daily basis. _____(1344)
42. I think most behavior is motivated by selfishness. _____(1345)
43. I always express appreciation to people who provide service to me – regardless of the position, such as doormen, food servers, airline agents or housekeepers. _____(1346)

44. I believe there is a spirit that survives after the death of the body that can communicate with persons still living. _____(1347)
45. I currently know over 100 persons whom I could rally to achieve a goal I believed in. _____(1348)
46. I have created something of beauty in the last year. _____(1349)
47. I am thrilled whenever I learn something new. _____(1350)
48. I feel I must stand up for what I believe even though there are negative consequences. _____(1351)
49. In the last week I have had the opportunity to use my imagination to make something better. _____(1352)
50. During the last week I have played a practical joke on someone. _____(1353)
51. I think it is all right to use fear to get someone to do something that is good for him or her. _____(1354)
52. I am a goal-oriented person. _____(1355)
53. I have publicly claimed my strengths. _____(1356)
54. I always pay my bills on time. _____(1357)
55. Others come to me for advice. _____(1358)
56. Others trust me to keep their secrets. _____(1359)
57. I have opportunities to do what I do best every day. _____(1360)
58. I believe unselfish love is the best method for securing real peace of mind. _____(1361)
59. I have a genuine respect for people who are public servants. _____(1362)
60. I believe in a universal power, a god. _____(1363)
61. As a leader, I rely more on building on my strengths than on overcoming my weaknesses to achieve rigorous goals. _____(1364)

62. In the last month I have made a special effort to take someone to experience something of beauty. _____(1365)
63. In the last month I have enjoyed classical music, art, drama, science or mathematics. _____(1366)
64. I believe integrity is the basis for trust. _____(1367)
65. I have a powerful urge to do something original during this next year. _____(1368)
66. I believe that humor can actually help a patient heal. _____(1369)
67. Challenges increase my determination. _____(1370)
68. I have a plan for what I want to be doing five years from now. _____(1371)
69. In school, every student should be able to earn an "A" in something. _____(1372)
70. "A place for everything and everything in its place" describes me perfectly. _____(1373)
71. I feel a comfort in my understanding of the world. _____(1374)
72. I have cared deeply about someone for ten or more years. _____(1375)
73. I have received praise for good work in the last seven days. _____(1376)
74. I have voluntarily helped a neighbor in the last month. _____(1377)
75. I am a good loser. _____(1378)
76. I have had dreams that foretold what was going to happen. _____(1379)
77. I have some values and beliefs I never expect to change. _____(1380)
78. I often experience emotions evoked by beauty. _____(1381)
79. I am a true life-long learner. _____(1382)
80. I believe there are clear guidelines about what is good or evil that apply to everyone regardless of their situation. _____(1383)

81. When someone tells me how to do something, I spontaneously think of alternative ways to get the same thing done. _____(1384)
82. I seem to have an uncanny sense for making others feel good. _____(1385)
83. I can keep cool while others are freaking out. _____(1386)
84. I have the capacity for concentrating on the goals I set for myself. _____(1387)
85. I can sense the feelings of other people. _____(1388)
86. I intentionally seek conversations with people whom I believe to be wise. _____(1389)
87. I always feel the presence of love in my life. _____(1390)
88. Every day, I have opportunities to learn and grow. _____(1391)
89. My beliefs make me feel my life is important. _____(1392)
90. I have friends who would come to see me even if I were in prison. _____(1393)
91. In the last year I have publicly expressed an idea for the improvement of my community or state. _____(1394)
92. I believe that there are reasons for everything that happens – that there are no real coincidences. _____(1395)
93. More than three persons have told me that I am their mentor. _____(1396)
94. I often see beauty that other people pass by without noticing. _____(1397)
95. Others seek me out to discuss topics in depth. _____(1398)
96. It is sometimes justifiable to tell a lie. _____(1399)
97. I try to surprise at least one person every day. _____(1400)
98. I express my courage several times every day. _____(1401)
99. I have three events or more I am looking forward to next month. _____(1402)
100. I prefer to be paid for my productivity rather than on a standard salary plan. _____(1403)

101. I am a detail-oriented person. _____(1404)
102. I seem to know things I do not know how I learned. _____(1405)
103. I consider myself to be a wise person. _____(1406)
104. Life has taught me lessons I could not have learned from school or books. _____(1407)
105. I have confidence in my intuitive ways of doing things. _____(1408)
106. Overall, others consider me to be a wise person. _____(1409)

DEMOGRAPHICS BEGIN HERE:

D1. GENDER: **(Code only, Do not ask)**

- 1 Male
 - 2 Female
- _____(1500)

D2. In terms of the quality of education, on a one-to-five scale, with "5" high and "1" low, how would you rate the schools in your school district?

- 5 High
 - 4
 - 3
 - 2
 - 1 Low
 - 6 (DK)
 - 7 (Refused)
- _____(1501)

D3. AGE: What is your age? (Open ended and code actual age)

- 00 (Refused)
 - 99 99+
- _____
- _____ (1502)
- _____ (1503)

D4. EDUCATION: What is the highest level of education you have completed? (Open ended and code)

- 1 Less than high school graduate (0-11)
 - 2 High school graduate (12)
 - 3 Some college
 - 4 Trade/Technical/Vocational training
 - 5 College graduate
 - 6 Post-graduate work/Degree
 - 7 (DK)
 - 8 (Refused)
- _____(1504)

(DEMOGRAPHICS CONTINUED)

D5. ETHNICITY: Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto Rican, Cuban, or other Spanish background?

- | | | |
|---|-----------|--------------|
| 1 | Yes | |
| 2 | No | |
| 3 | (DK) | |
| 4 | (Refused) | _____ (1505) |

D6. RACE: What is your race? Are you white, black, or some other race?

- | | |
|----|------------------------|
| 01 | Some other race (list) |
| 02 | (DK) |
| 03 | (Refused) |
| 04 | HOLD |
| 05 | HOLD |
| 06 | White |
| 07 | African-American/Black |
| 08 | (Hispanic) |

_____ (1506) _____
 (1507)

**(If code "08" in D6, Continue;
 Otherwise, Skip to D8)**

D7. Do you consider yourself to be white-Hispanic or black-Hispanic?

- | | |
|----|--|
| 01 | Other (list) |
| 02 | (DK) |
| 03 | (Refused) |
| 04 | HOLD |
| 05 | HOLD |
| 06 | White Hispanic |
| 07 | Black Hispanic |
| 08 | (Hispanic/Respondent refuses
to discriminate) |

_____ (1508) _____
 (1509)

(DEMOGRAPHICS CONTINUED)

D8. INCOME: Is your total annual household income, before taxes, over or under \$20,000?

(If "Under", ask:) Is it over or under \$10,000?

(If "Over", ask:) Is it over or under \$30,000?

(If "Over", ask:) Is it over or under \$40,000?

(If "Over", ask:) Is it over or under \$50,000?

(If "Over", ask:) Is it over or under \$75,000?

(If "Over", ask:) Is it over or under \$100,000?

- 1 Under \$10,000
- 2 \$10,000 to \$19,999
- 3 \$20,000 to \$29,999
- 4 \$30,000 to \$39,999
- 5 \$40,000 to \$49,999
- 6 \$50,000 to \$74,999
- 7 \$75,000 to \$99,999
- 8 \$100,000 or more
- 9 (DK)
- 0 (Refused) _____(1510)

**(VALIDATE PHONE NUMBER AND
THANK RESPONDENT BY SAYING:)**

Again, this is _____, with the Gallup Organization of _____. I would like to thank you for your time. Our mission is to “help people be heard” and your opinions are important to Gallup in accomplishing this.

INTERVIEWER I.D. #: _____(571-574)

Appendix B

Wellspring Dimension Descriptions

Aesthetics

When a community is high on Aesthetics, people appreciate beauty. They respond to beauty in the environment with pleasant emotions. They appreciate great works of art, and tend to be patrons of music, art, drama, science, and mathematics.

Community members crave the opportunity to experience great art, such as music, drama, or paintings.

When Aesthetics are combined with Creativity, people enjoy creative art.

When Aesthetics are low in a community, people are likely to tolerate disorder. When high Aesthetics become the expectation, it is reflected in the buildings, the art, and even in the way people dress. A community high on Aesthetics supports art museums and art displays. They know the value of making their community beautiful.

Civility/Altruism/Volunteerism

Civility suggests that people observe etiquette positively in social behavior. People value courtesy and politeness in everyday behavior; their positive and sincere consideration of others comes from inherent thoughtfulness. Residents of a neighborhood that is high in Civility extend their courtesy to strangers. Within the community, people get to know one another, and volunteer to help each other when necessary, particularly when a neighbor needs help. People see the value of mentoring.

A community high in Civility has people who take responsibility for improvement and growth in the community. Overall, members of the community have a positive attitude about making continuous improvements.

Courage

Courage indicates people's ability to meet resistance with increased determination. They tend to handle difficult, dangerous, or painful problems, rather than withdraw from them. When people have Courage, they do what they think is right. Courageous Persons ask for action in the community. They are willing to claim their goals and Strengths publicly. Courage is something they use in their normal, everyday lives,

and not just in traumatic situations. Courageous people bring about change and improvement in the community.

Creativity

Creative people within the community show imagination and artistic intellectual inventiveness. They do things that stimulate the imagination and inventive powers. In the community, they find unique solutions to everyday problems. They have a special capacity for helping people appreciate and understand beauty, and encourage the community to maintain beautiful places and works of art. When creative people live within the community, they are driven to do something original each year.

Friendships

A community high in Friendships includes many people who are fond of each other and have intimate relationships or close acquaintances. Many people in the community help and trust each other. Overall, trust within the community is high when friendship is high. A community high in Friendships includes people who are ready to greet other people and bond with them. They care about the feelings and well-being of other people in the community. Every person in the community most likely has someone who cares about him or her as a person. Individuals say they feel a presence of love in their lives. There are many unconditional relationships between people. Regardless of what happens, people are likely to stand by each other.

Future Focus

When a community is high on Future Focus, people are able to center their attention on the future of the community. This attention is evident in people's goals and visions for the future. There are people in the community who talk continuously about what "can be" instead of what "is." Many people in the community know what they plan to be doing five years from now. They are likely to have challenging goals – big goals. Visioning is a regular activity in community meetings. People create artwork and write editorials that feature the community's future.

Learning

A Learning community is continuously improving. Opportunities exist in all parts of a Learning community to discuss ideas and grow. Schools are likely to have courses available for everyone in the community, such that schools are actually community centers as well as learning centers. People want to feel they are growing in their knowledge and wisdom, and working continuously toward making sense of what is happening in their world. Learning something new is a thrill for them. People in the community love to ask questions and do so frequently. In a Learning community, the goal is to have every person feel that they are always learning and growing.

Principle-Centered

In the Principle-Centered community, people adopt principles and live by them. They show integrity in expressing their values and principles. People regularly discuss the principles of the community in writing and in groups. In the Principle-Centered community, people appreciate common standards and lawfulness – in short, “They walk their talk.”

Self-Regulation

In a Self-Regulation community, people appreciate individual discipline. Many people in the community say they are highly disciplined. Community members emphasize the importance of planning. People are more likely to take responsibility for their financial obligations. Communities high in Self-Regulation are likely to be very neat communities. People make most of their decisions based on reason.

Spirituality

The Spirituality of a community refers to people’s thinking, motivating, and feeling abilities. The people in a community high in Spirituality think about the will, vivacity, vigor, enthusiasm, frame of mind, disposition or mood, and loyalty of the people. They think about the connectedness of all things. Spirituality includes both the religious behaviors and beliefs of the people. People who are not religious in practice may be spiritual in that they possess a sense of connectedness. A community that is high in Spirituality is also likely to have more people who participate in religious activities, such as attending church and meaningful participation in living out their faiths.

Wisdom

When a community is high in Wisdom, they have the capacity for following a course of action based on knowledge, experience, and understanding. We typically say that people who are wise have good judgment. A community high in Wisdom is continuously making sense of experience. They see the connection between their ideas and their actions. People tend to identify and refer to the wise people in their community. Wise people seem to know intuitively how other people feel.

Workplace Satisfaction

When Workplace Satisfaction is high in the community, people enjoy what they do for a living and look forward to going to work. At times, they may even say that their work is fun. Work, for them, generally is a place of social satisfaction because they have friends there. In great workplaces, people feel they have opportunities to learn and grow. When they achieve, they receive recognition for their work. When Workplace Satisfaction is high, people tend to have better family lives and take on

more responsibilities within the community. Employers can impact the level of Workplace Satisfaction within the community.

Appendix C

Wellspring Items By Dimensions

I. AESTHETICS

Q. 17 – In the past week, I have had an exciting, pleasant emotion evoked by beauty.

Q.33 – I sometimes have a craving for experiencing great art, such as music, drama, or paintings.

Q. 63 – In the last month I have enjoyed classical music, art, drama, science or mathematics.

Q. 78 – I often experience emotions evoked by beauty.

Q. 94 – I often see beauty that other people pass by without noticing.

II. CIVILITY/ALTRUISM

Q. 14 – In the last month I have spent five or more hours providing services as a volunteer worker.

Q. 45 – I currently know over 100 persons whom I could rally to achieve a goal I believed in.

Q. 74 – I have voluntarily helped a neighbor in the last month.

Q. 91 – In the last year I have publicly expressed an idea for the improvement of my community or state.

Q. 93 – More than three persons have told me that I am their mentor.

Q. 13 – In the last two days, I have performed acts that were helpful to another person, but had no direct personal benefit for me.

III. COURAGE

- Q. 22** – I have taken a stand in the face of strong resistance.
- Q. 38** – I sometimes call for action while others talk.
- Q. 48** – I feel I must stand up for what I believe even though there are negative consequences.
- Q. 53** – I have publicly claimed my strengths.
- Q. 67** – Challenges increase my determination.
- Q. 98** – I express my courage several times every day.

IV. CREATIVITY

- Q. 36** – In the last month I have found an original solution to a problem in my life.
- Q. 46** – I have created something of beauty in the last year.
- Q. 49** – In the last week I have had the opportunity to use my imagination to make something better.
- Q. 62** – In the last month I have made a special effort to take someone to experience something of beauty.
- Q. 65** – I have a powerful urge to do something original during this next year.

V. FRIENDSHIPS

- Q. 11** – There are people in my life who care as much about my feelings and well being as they do about their own.
- Q. 27** – I believe I am the most important person in someone else's life.
- Q. 28** – I have a neighbor or someone at work who cares about me as a person.
- Q. 41** – I have a best friend that I see on a daily basis.
- Q. 72** – I have cared deeply about someone for ten or more years.
- Q. 87** – I always feel the presence of love in my life.

Q. 90 – I have friends who would come to see me even if I were in prison.

VI. FUTURE FOCUS

Q. 16 – I have clear pictures in my mind about what I want to happen in the future.

Q. 52 – I am a goal-oriented person.

Q. 68 – I have a plan for what I want to be doing five years from now.

Q. 84 – I have the capacity for concentrating on the goals I set for myself.

Q. 32 – I set challenging goals so big that I sometimes achieve them and sometimes I do not.

VII. LEARNING

Q. 18 – My mind is always asking questions.

Q. 26 – I have grown in wisdom in the last five years.

Q. 47 – I am thrilled whenever I learn something new.

Q. 88 – Every day, I have opportunities to learn and grow.

Q. 79 – I am a true life-long learner.

Q. 104 – Life has taught me lessons I could not have learned from school or books.

VIII. PRINCIPLE-CENTERED

Q. 19 – I have a set of principles that govern my life.

Q. 43 – I always express appreciation to people who provide service to me – regardless of the position, such as doormen, food servers, airline agents or housekeepers.

Q. 64 – I believe integrity is the basis for trust.

Q. 86 – I intentionally seek conversations with people whom I believe to be wise.

Q. 77 – I have some values and beliefs I never expect to change

Q. 66 – I believe that humor can actually help a patient heal.

IX. SELF-REGULATION

Q. 23 – I did today what I planned yesterday.

Q. 39 – I am a highly disciplined person.

Q. 54 – I always pay my bills on time.

Q. 70 – “A place for everything and everything in its place” describes me perfectly.

Q. 101 – I am a detail-oriented person.

Q. 25 – I make day-to-day decisions based on reason rather than on desire.

X. SPIRITUALITY

Q. 15 – In the last 24 hours, I have personally spent 30 minutes in prayer, meditation or contemplation.

Q. 31 – I believe that each person has a soul.

Q. 60 – I believe in a universal power, a god.

Q. 89 – My beliefs make me feel my life is important.

Q. 92 – I believe that there are reasons for everything that happens – that there are no real coincidences.

XI. WISDOM

Q. 82 – I seem to have an uncanny sense for making others feel good.

Q. 83 – I can keep cool while others are freaking out.

Q. 85 – I can sense the feelings of other people.

Q. 95 – Others seek me out to discuss topics in depth.

Q. 106 – Overall, others consider me to be a wise person.

XII. WORKPLACE SATISFACTION

Q. 5 – Overall, how satisfied are you with your workplace? On a one-to-five scale with “5” high and “1” low, how would you rate your satisfaction with work?

Q. 12 – I look forward to going to work each day.

Q. 40 – I try to get close to the people with whom I work or associate.

Q. 57 – I have opportunities to do what I do best every day.

Q. 73 – I have received praise for good work in the last seven days.

LADDER

Q. 1 – Imagine a ladder with steps numbered from zero, the lowest step to ten, the highest. The bottom step represents the worst possible life for you and the top step represents the best possible life for you. On which step do you personally stand at the present time?

Q. 2 – On which step did you stand five years ago?

Q. 3 – On which step do you expect to stand five years into the future?

SUBJECTIVE WELL-BEING

Q. 6 – In most ways my life is close to ideal.

Q. 7 – I am completely satisfied with my life.

Q. 8 – The conditions in my life are excellent.

Q. 9 – If I could live my life over, I would not make any major changes.

Q. 10 – So far I have gotten the important things I want in my life.