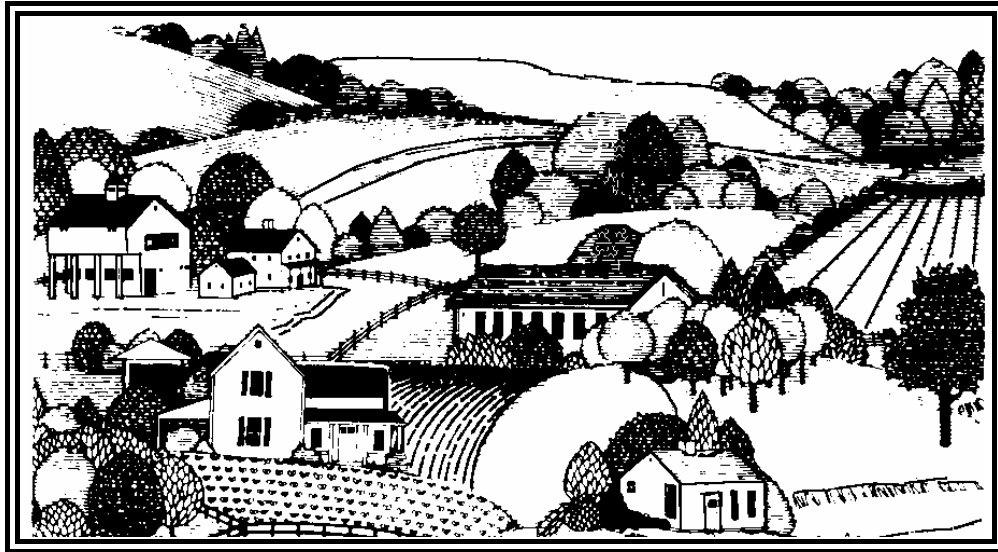


# **Sanderson, Texas: A Graphic Summary**



**Prepared by:**

**Gene L. Theodori**

**Department of Rural Sociology  
Texas Cooperative Extension  
Texas A&M University**

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## **Acknowledgement**

Support for this research was provided by the Cooperative State Research, Education, and Extension Service, United States Department of Agriculture, under Grant No. 00-35401-9258.

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## Introduction

This document provides a graphic summary of the results obtained from a 2002 general population survey of individuals in Sanderson, Texas.

The purpose of this document is to provide insights into the current attitudes and behaviors of the citizens of Sanderson, as well as to present information on selected individual-level characteristics. Figures and tables are used to simplify presentation of the data. No conclusions or inferences are made. Community leaders and members of the general public interested in statistical analyses and more detailed information should consult the full report available from the Department of Rural Sociology at Texas A&M University.

## Methodology

During the spring of 2002, a survey questionnaire was mailed to the 423 residential addresses on file with the United States Post Office located in Sanderson, Texas. Survey questionnaires were not mailed to post office boxes that were associated with business, churches, or organizations. A cover letter explaining the purpose of the study and an addressed postage-paid return envelope accompanied the questionnaire.

To obtain a representative sample of individuals within residences, we stated in the cover letter that the questionnaire was to be completed by the adult in the household who celebrated his or her birthday most recently. We also noted that completion and return of the questionnaire automatically entered the individual's household into a drawing for \$200.00.

Approximately three weeks after the initial mailing, a reminder postcard was mailed to each sampled household that had not yet completed and returned the questionnaire. One week later a second wave of surveys was mailed. Then, approximately three weeks after the second mailing, a third and final wave was mailed.

The survey instrument, organized as a self-completion booklet, contained 38 questions and required approximately 40 minutes to complete. After three mailings, we received completed surveys from 204 individuals for a response rate of 48 percent. One randomly selected individual who completed and returned the questionnaire received a check for \$200.00.

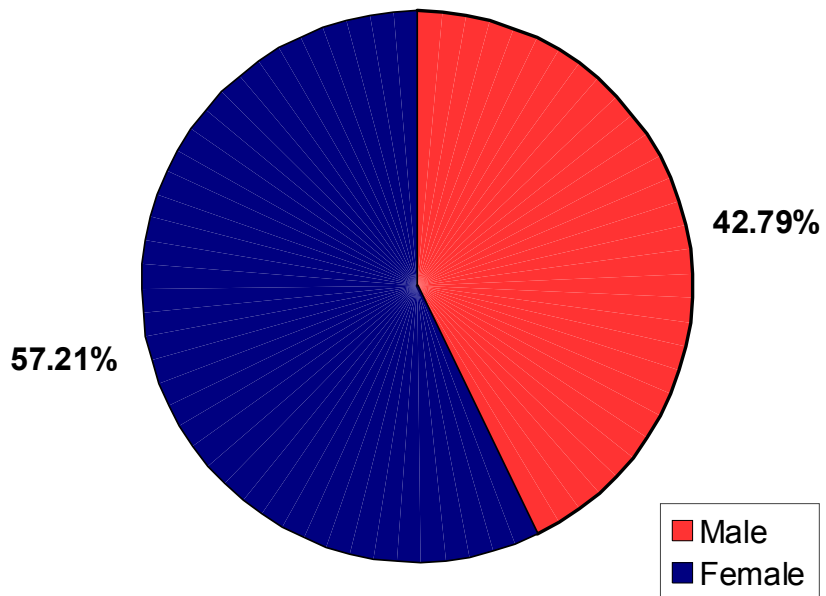
## **Section I**

# Individual-Level Characteristics

Figures 1 through 12 summarize selected individual-level traits of the survey respondents. Included here are characteristics such as gender, age, marital status, ethnicity, level of education, employment status, household income, political ideology, attendance at religious meetings, home ownership, and length of residence in the community.

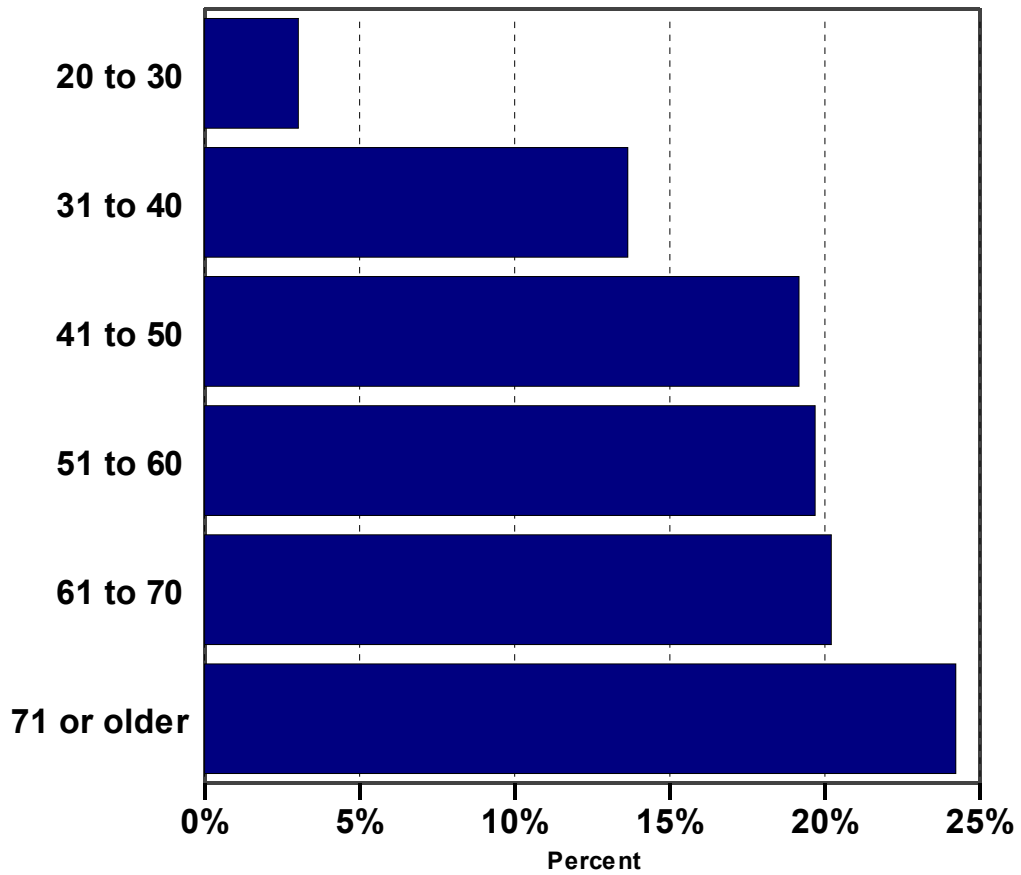
# Figure 1

## Gender (n = 201)



## Figure 2

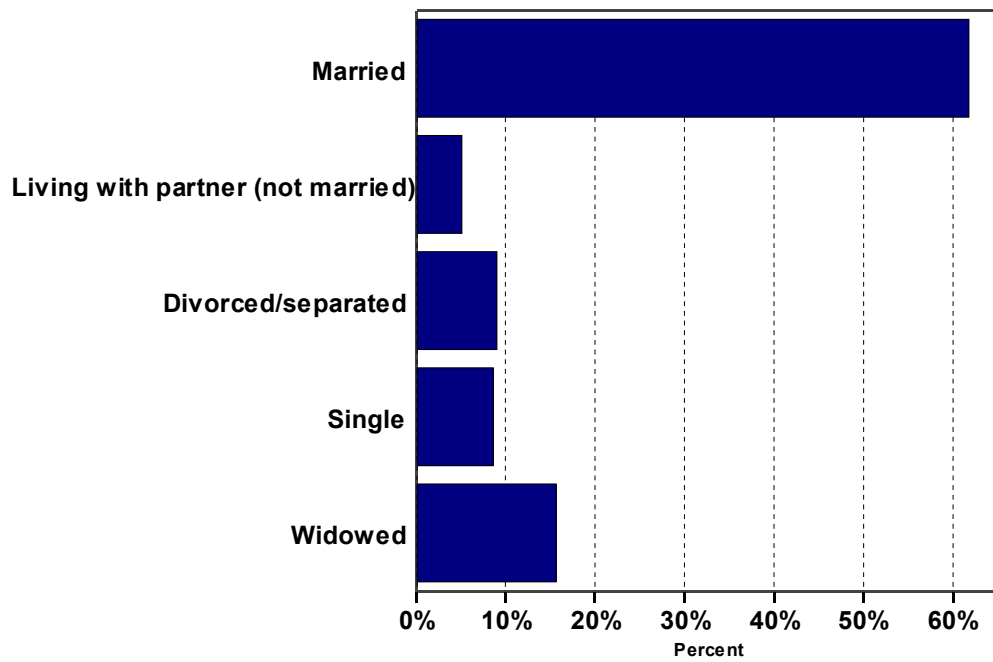
Age  
(n = 198)



### Figure 3

## Marital status

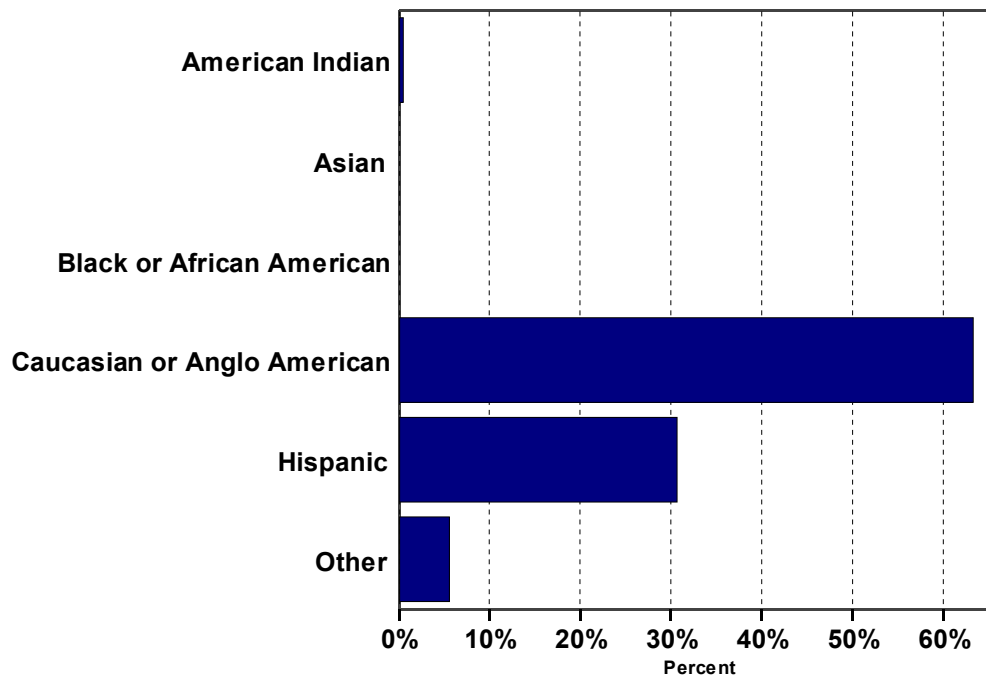
(n = 199)



## Figure 4

### Ethnicity

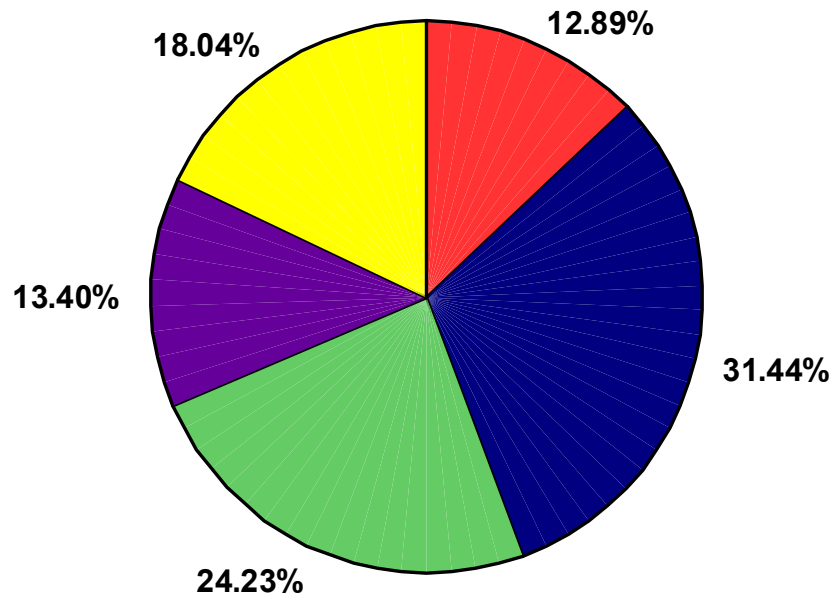
(n = 196)



## Figure 5

### Level of education

(n = 194)

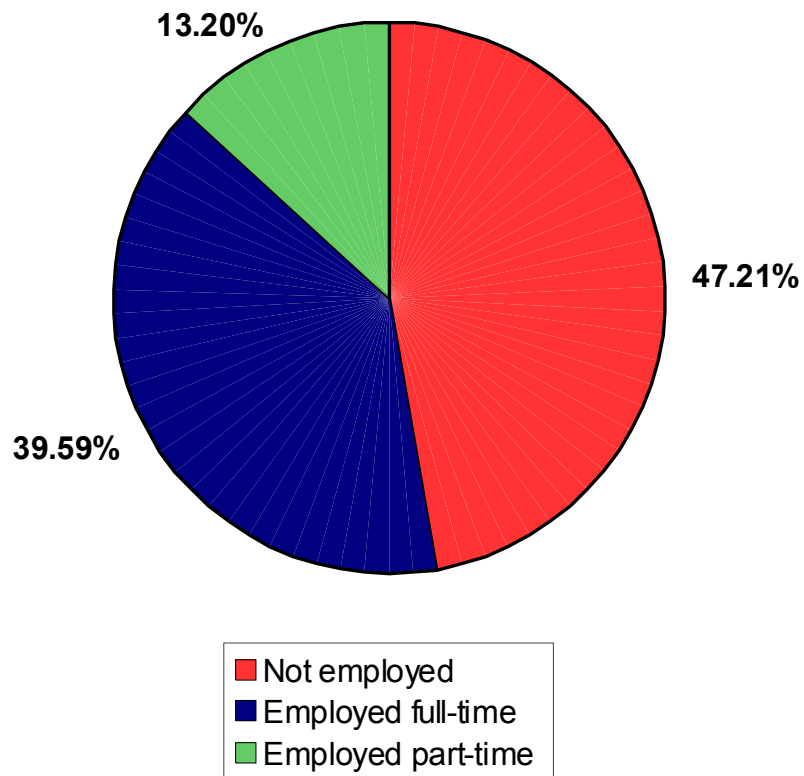


- Did not complete high school
- Completed high school or equivalent
- Some college or post high school training
- Complete college degree
- Graduate or professional training beyond college degree

## Figure 6

### Employment status

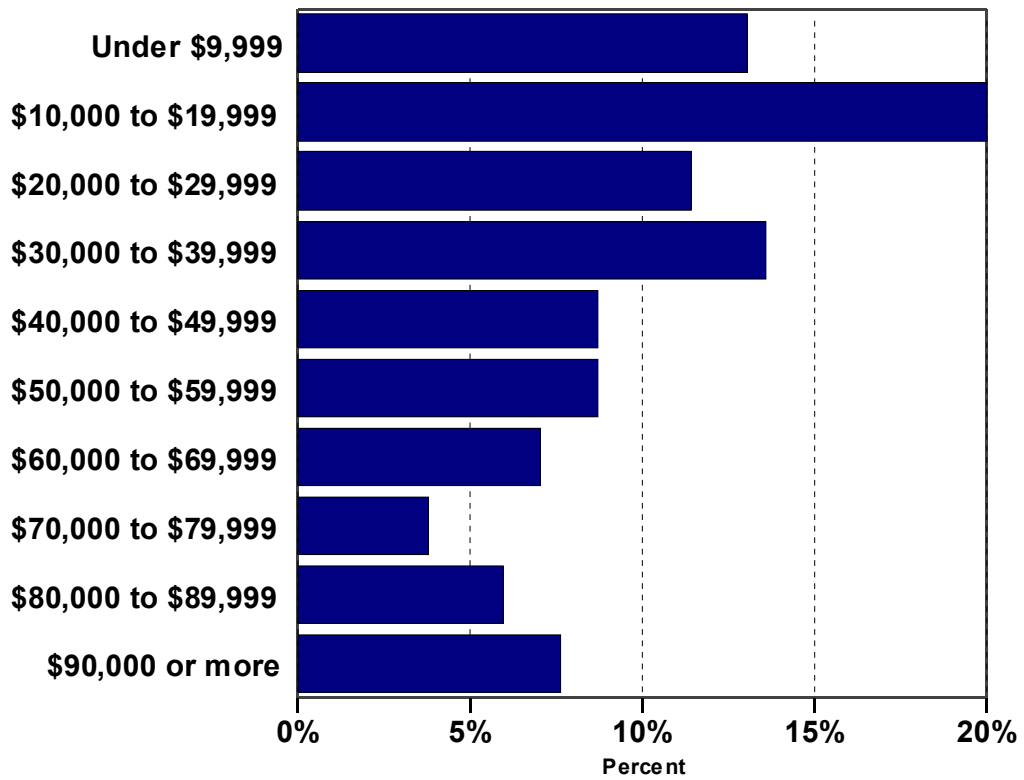
(n = 197)



## Figure 7

### 2001 household income

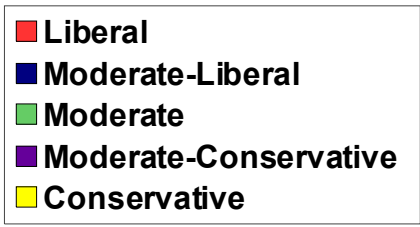
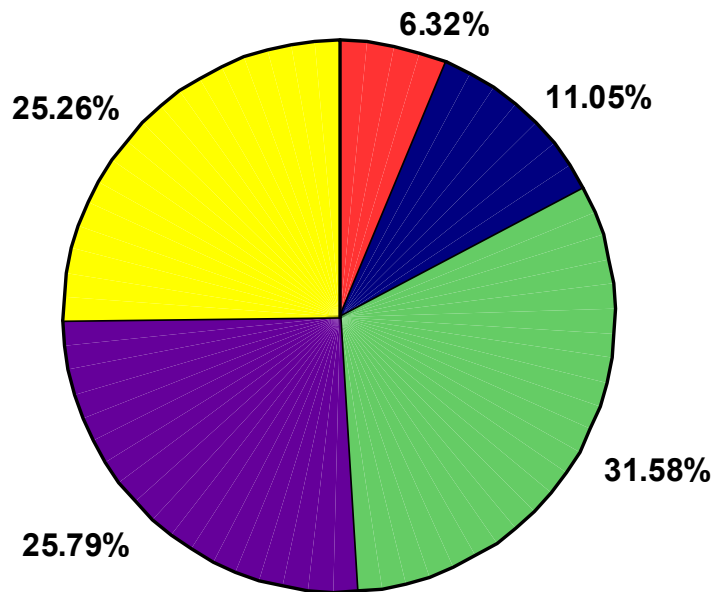
(n = 184)



## Figure 8

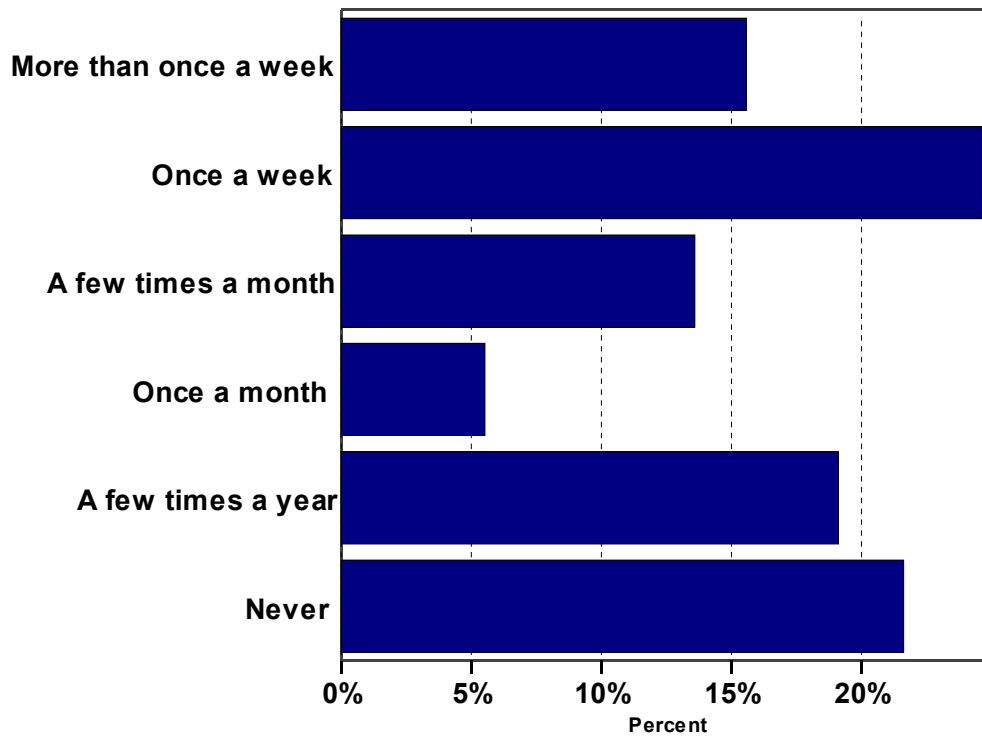
### Political ideology

(n = 190)



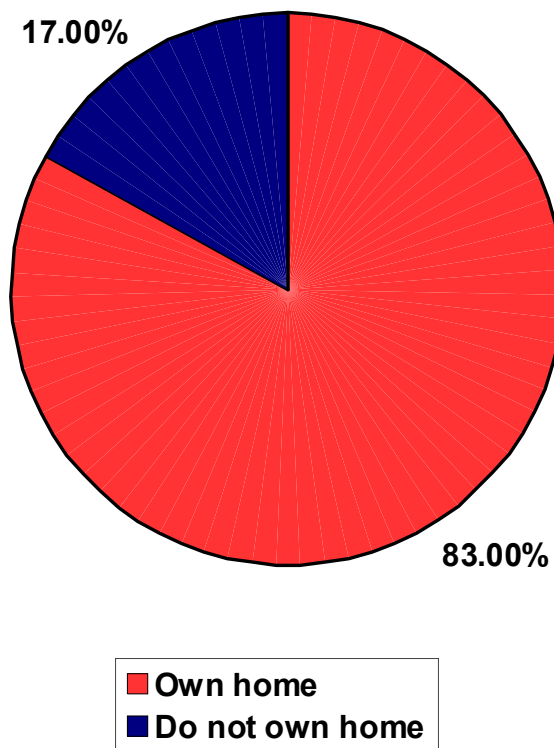
## Figure 9

### Attendance at religious meetings (n = 199)



## Figure 10

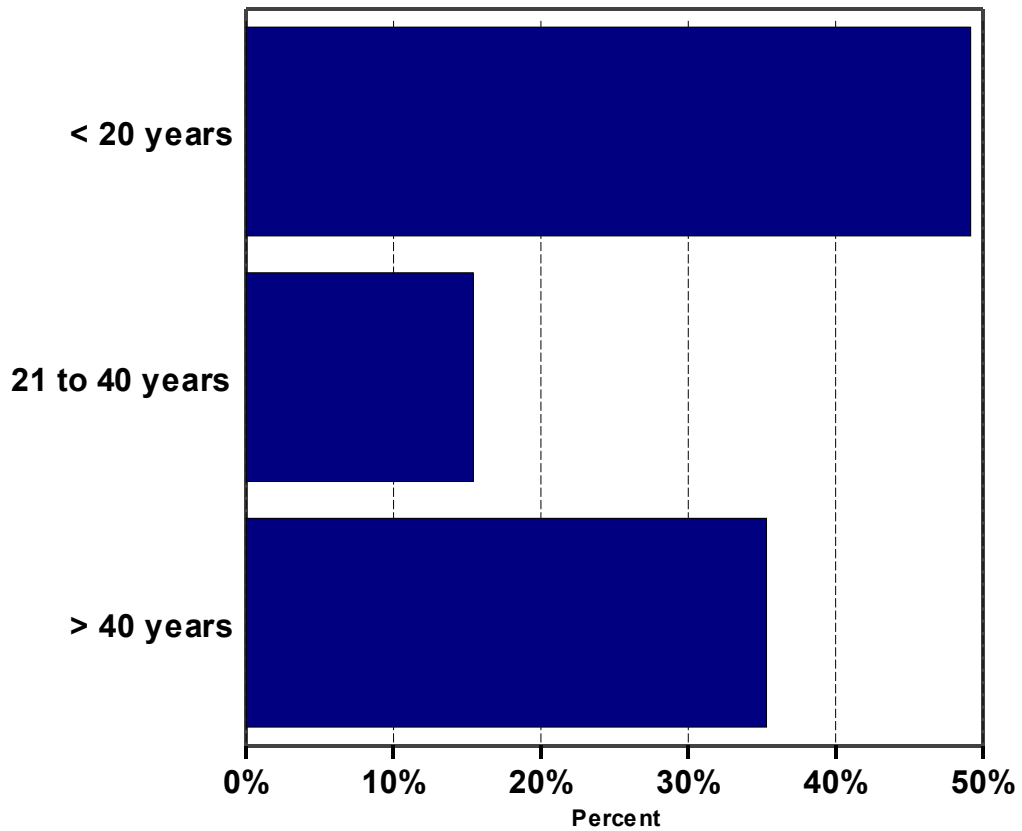
### Home ownership (n = 200)



## Figure 11

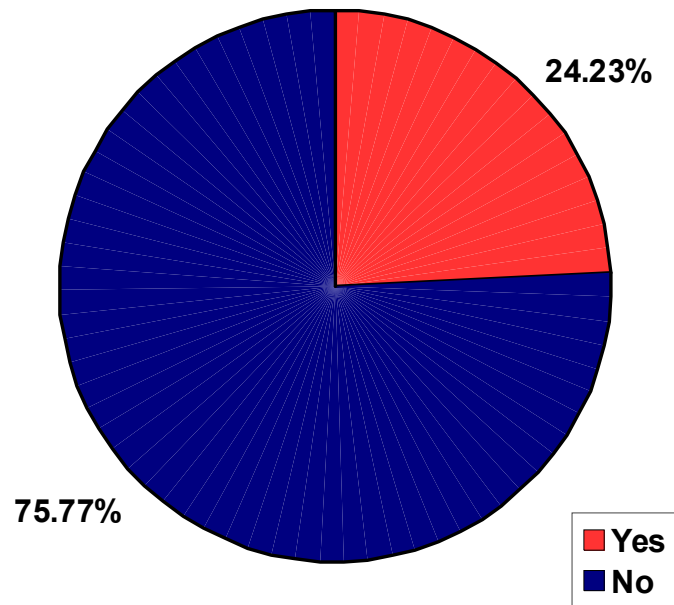
### Length of residence in the community

(n = 201)



## Figure 12

Life-long resident of the community  
(n = 194)



## Section II

# Quality of Life, Community Satisfaction, and Community Attachment

This section deals with community satisfaction, community attachment, and general quality of life issues in Sanderson. Figures 13 through 22 summarize levels of community satisfaction. Community satisfaction was assessed with a single measure of general satisfaction (Figure 13) and also with nine domain-specific items (Figures 14 through 22). Table 1 shows the ranking of the domain-specific measures of community satisfaction from the most satisfying to the least satisfying.

Figures 23 through 36 illustrate levels of community attachment. The fourteen items capture both affective and cognitive dimensions of attachment to the community. Table 2 shows the ranking of eleven measures of community attachment in terms of respondents' level of agreement (Figures 26 through 36).

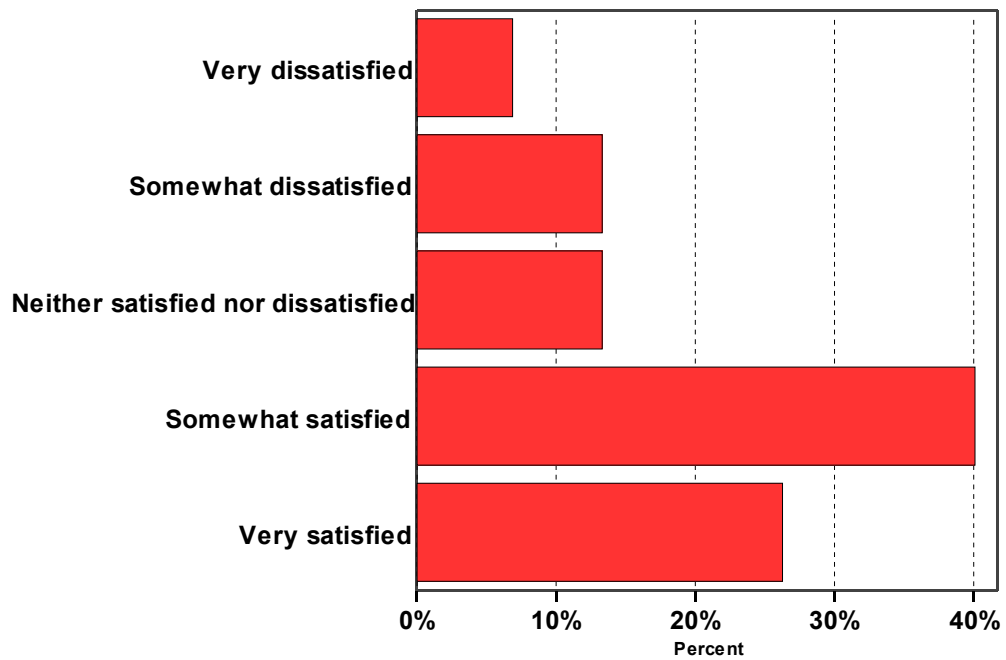
Figure 37 summarizes respondents' perception of the overall quality of life in Sanderson.

Figure 38 shows the percentage of individuals who may move away from Sanderson within the next two years.

### Figure 13

In general, how satisfied are you with life in this community?

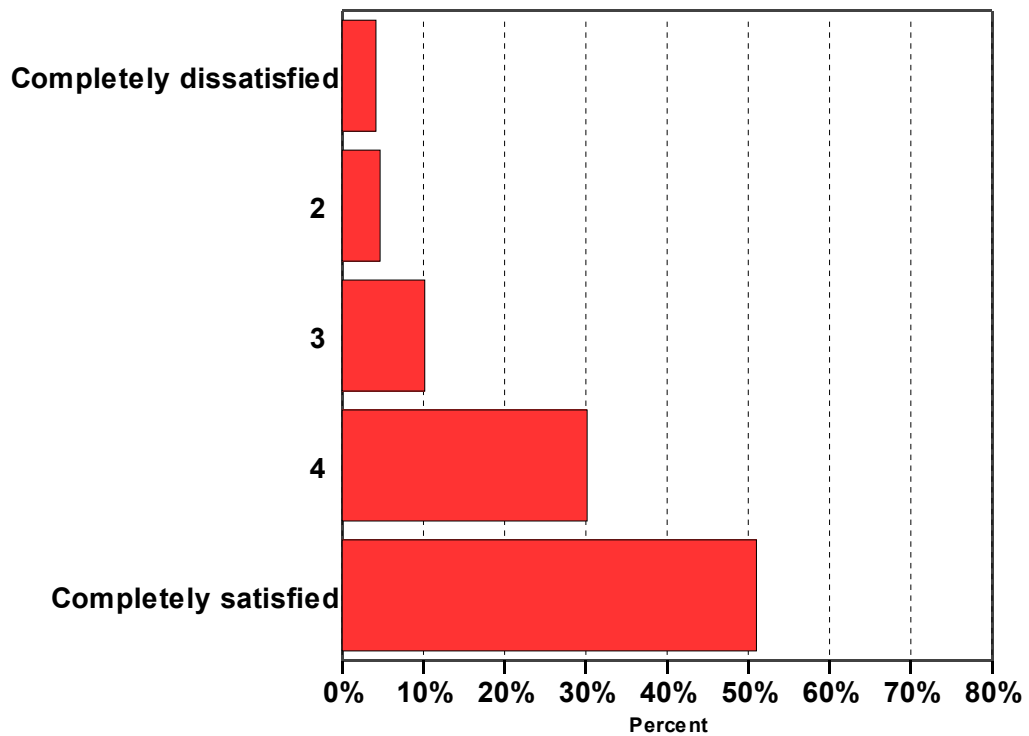
(n = 202)



## Figure 14

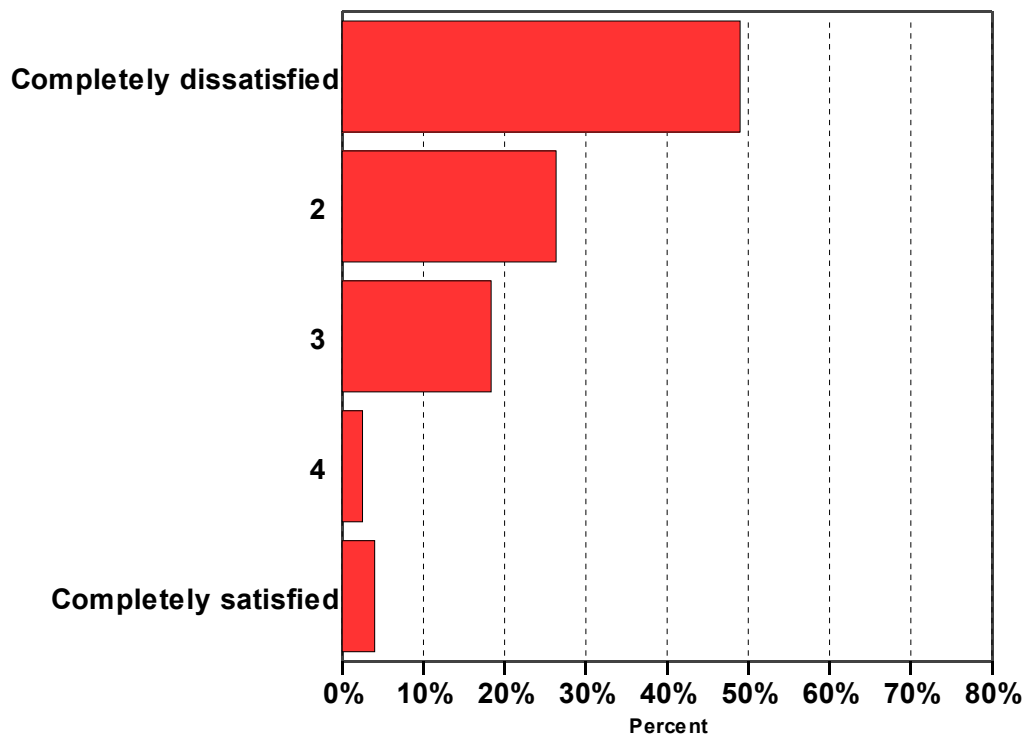
### *Satisfaction with Sanderson:* As a place to raise a family

(n = 196)



## Figure 15

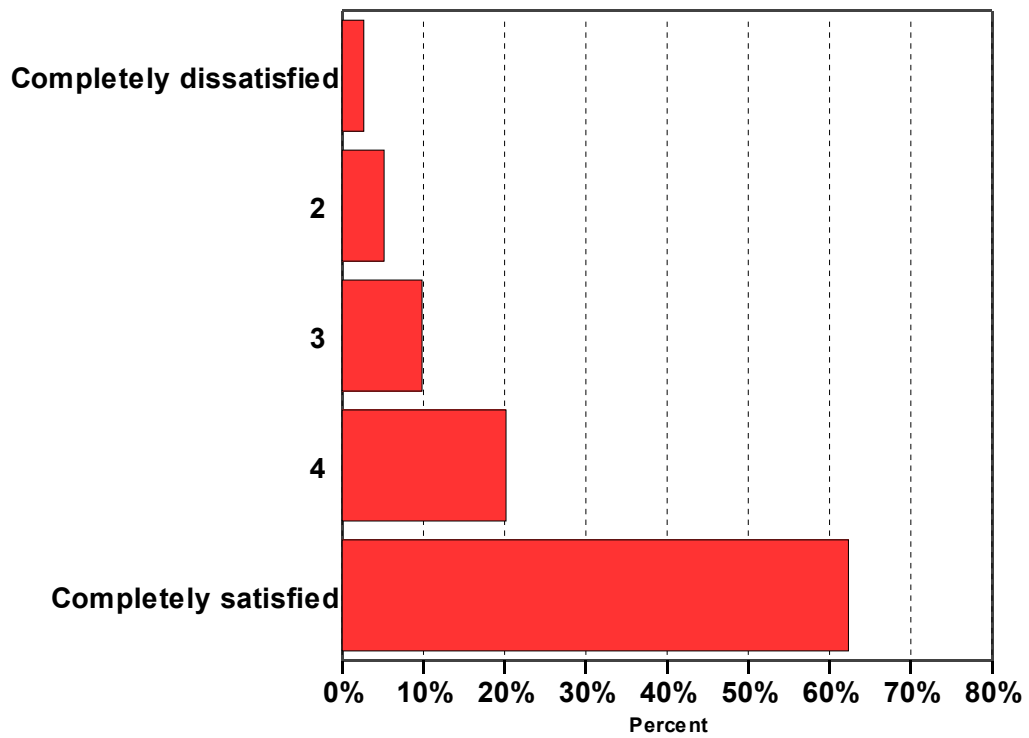
### *Satisfaction with:* Medical and health care services (n = 202)



## Figure 16

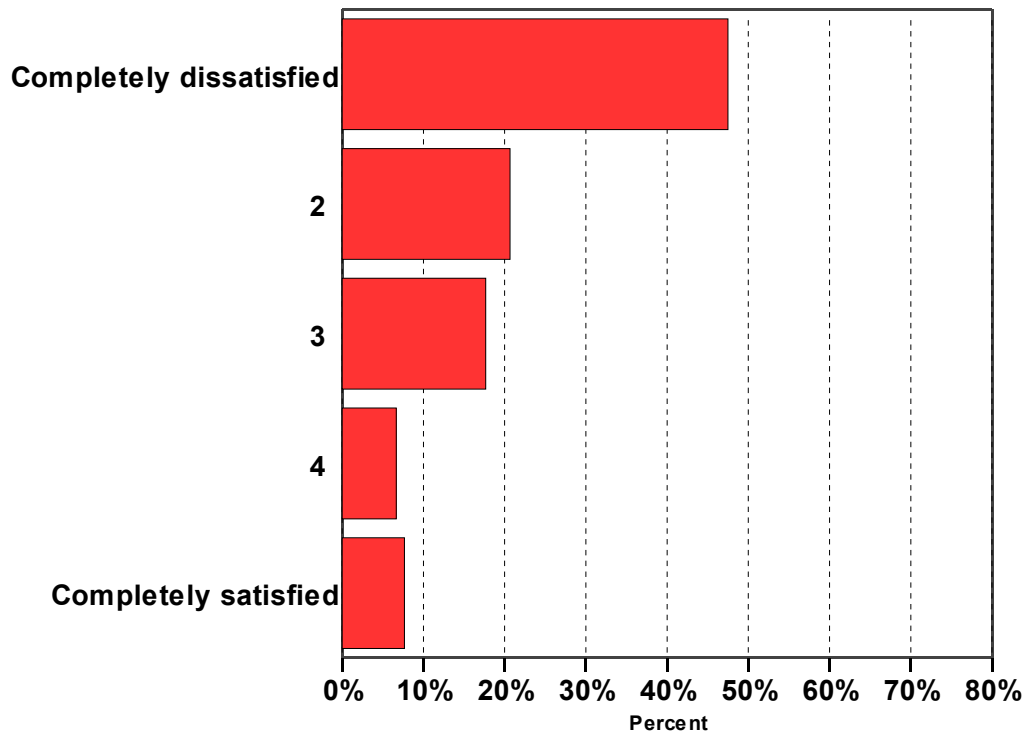
### *Satisfaction with:* Local schools

(n = 194)



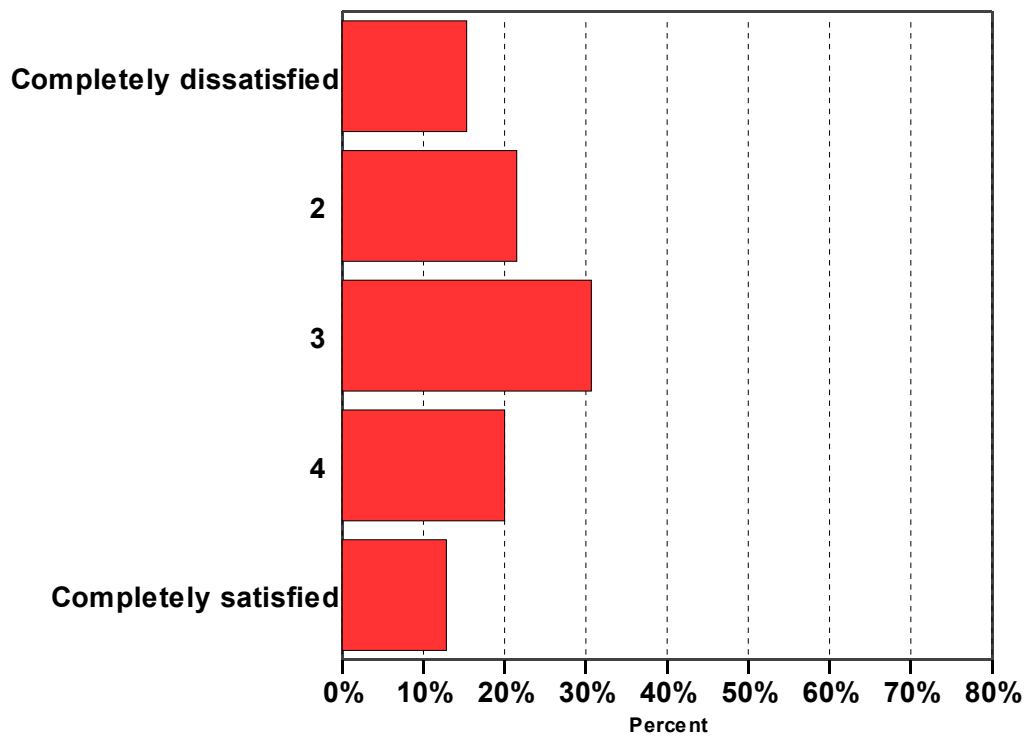
## Figure 17

### *Satisfaction with:* Opportunity to earn an adequate income (n = 198)



**Figure 18**

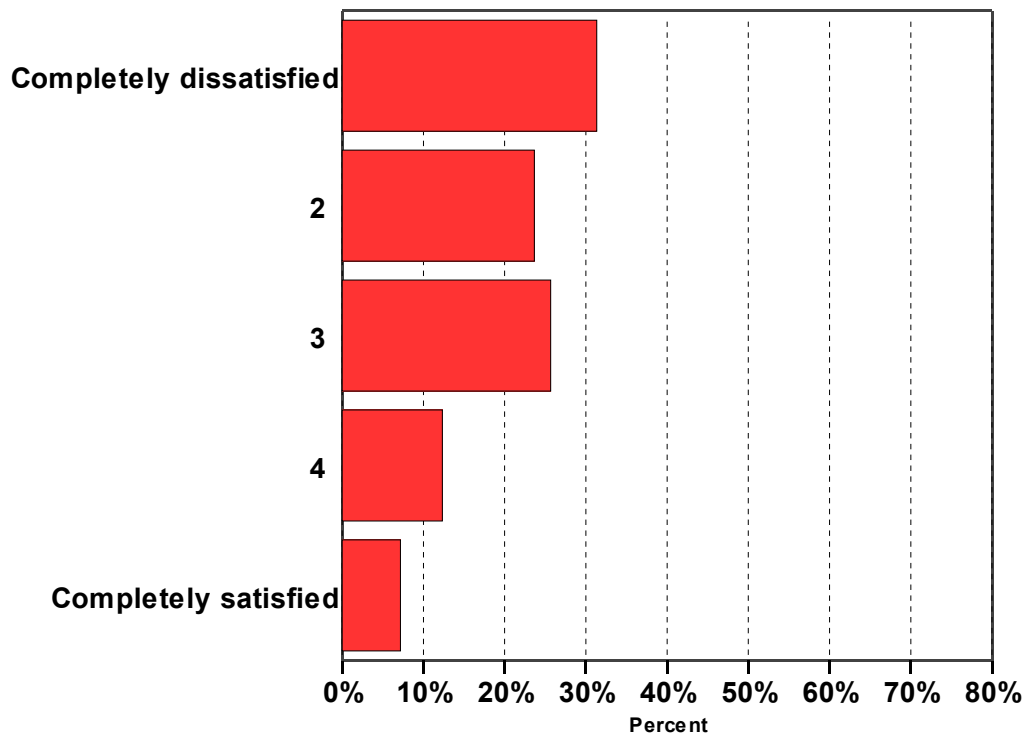
*Satisfaction with:*  
**Senior citizens' programs**  
(n = 196)



## Figure 19

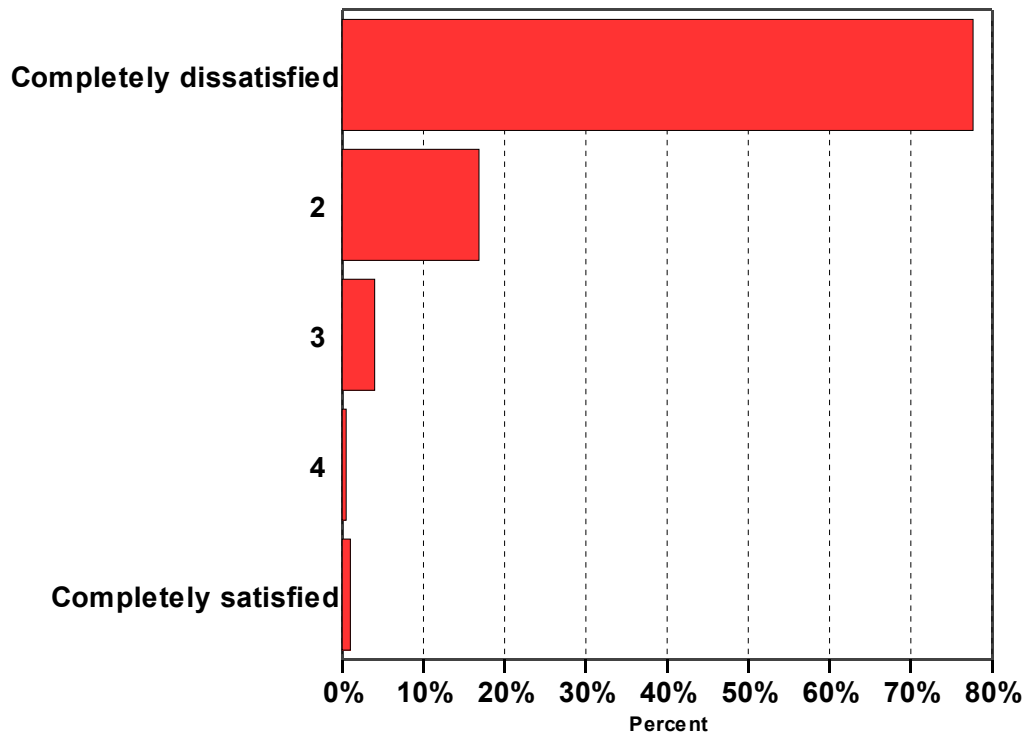
### *Satisfaction with: Youth programs*

(n = 195)



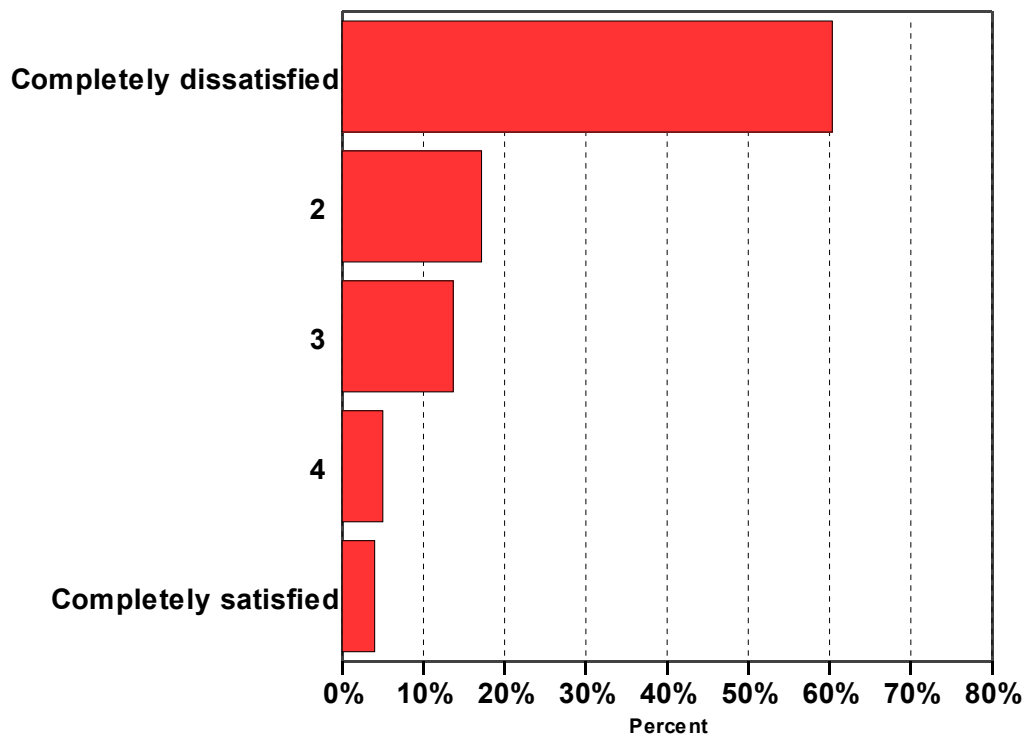
## Figure 20

### *Satisfaction with:* Local shopping facilities (n = 202)



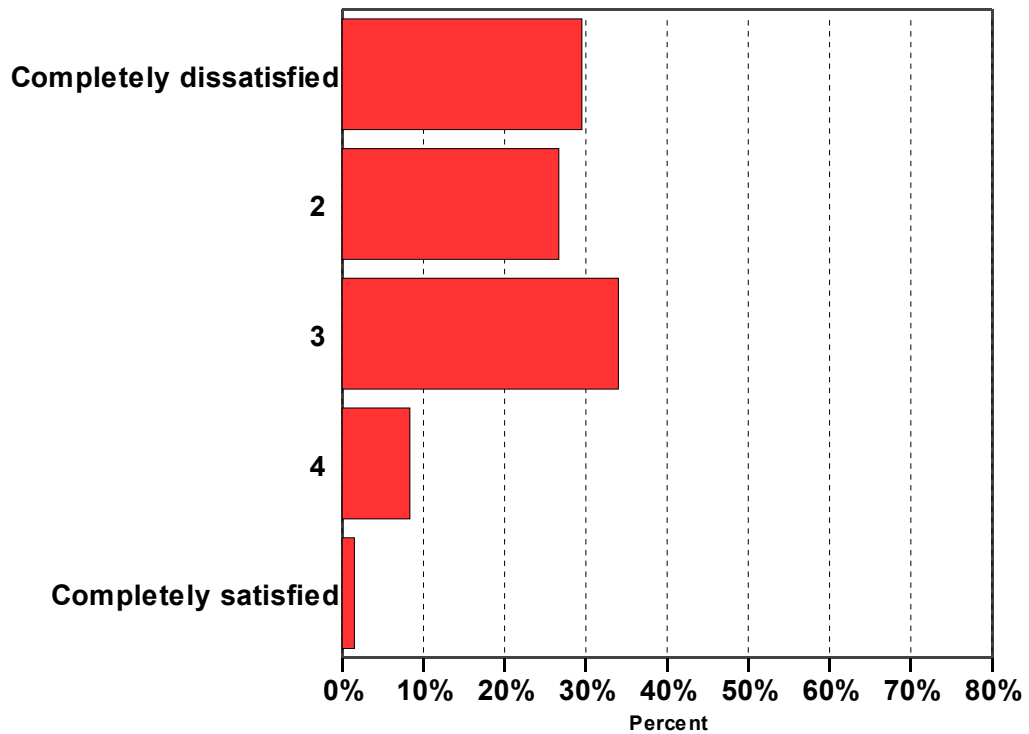
## Figure 21

### *Satisfaction with:* Recreation facilities and programs (n = 199)



## Figure 22

*Satisfaction with:*  
Overall physical appearance of the  
community  
(n = 203)



## Table 1

A ranking of the nine domain-specific measures of community satisfaction (Figures 14 through 22)

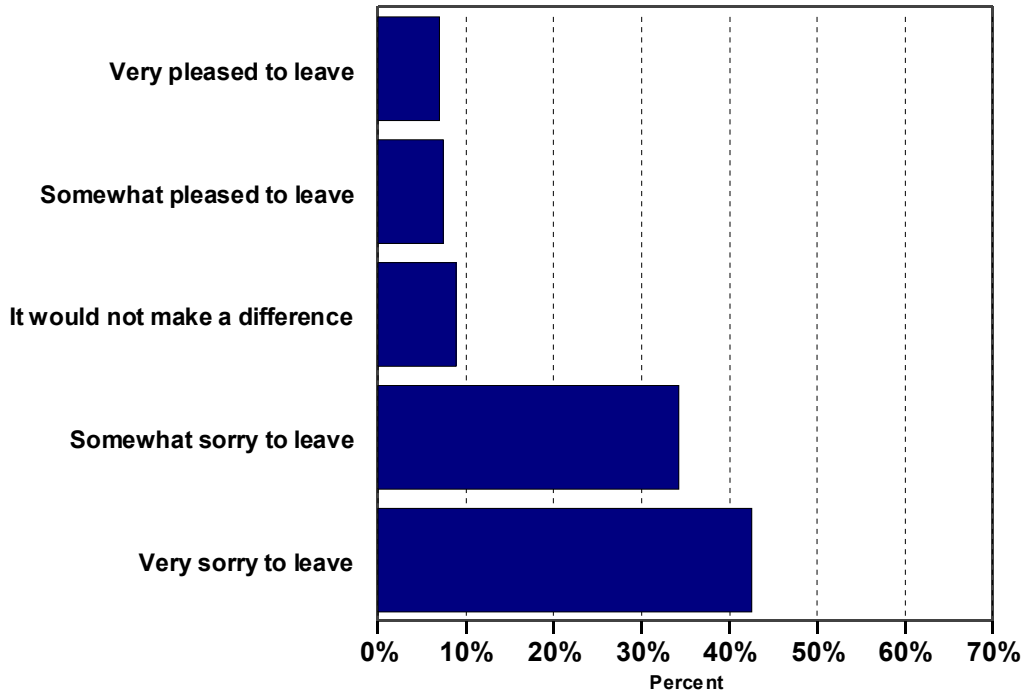
Domain-specific measures of community satisfaction	Mean score*
Local schools	4.35
As a place to raise a family	4.19
Senior citizen's programs	2.93
Youth programs	2.41
Overall physical appearance of the community	2.26
Opportunity to earn an adequate income	2.06
Medical and health care services	1.86
Recreation facilities and programs	1.75
Local shopping facilities	1.30

\* Computed using a scale ranging from 1 (completely dissatisfied) to 5 (completely satisfied).

**Figure 23**

Suppose that for some reason you had to move away from this community. How sorry or pleased would you be to leave?

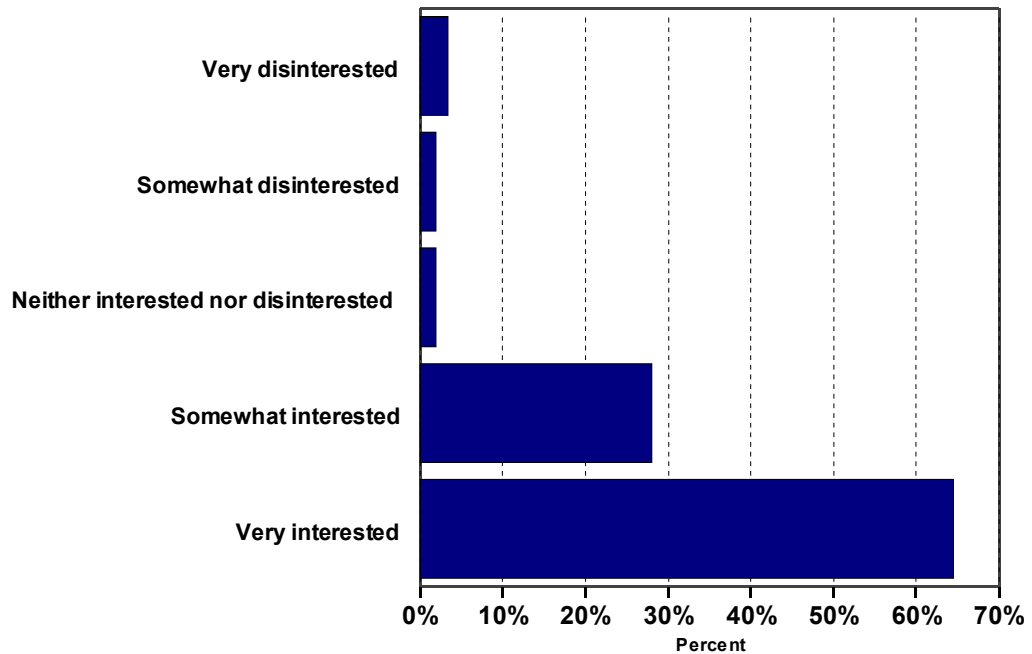
(n = 202)



**Figure 24**

How interested are you in knowing what goes on in your community?

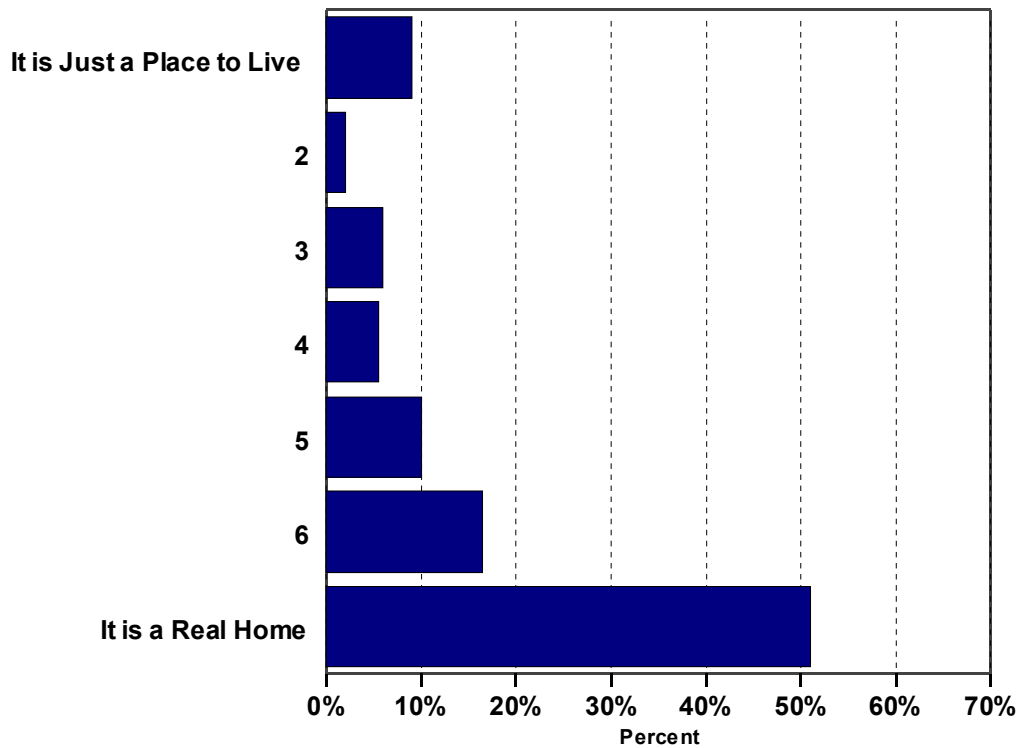
(n = 203)



## Figure 25

Some people feel their community is a real home to them, while others feel it is just a place where they happen to live. Circle a number between 1 (*It is Just a Place to Live*) and 7 (*It is a Real Home*) that corresponds to how you feel about your community.

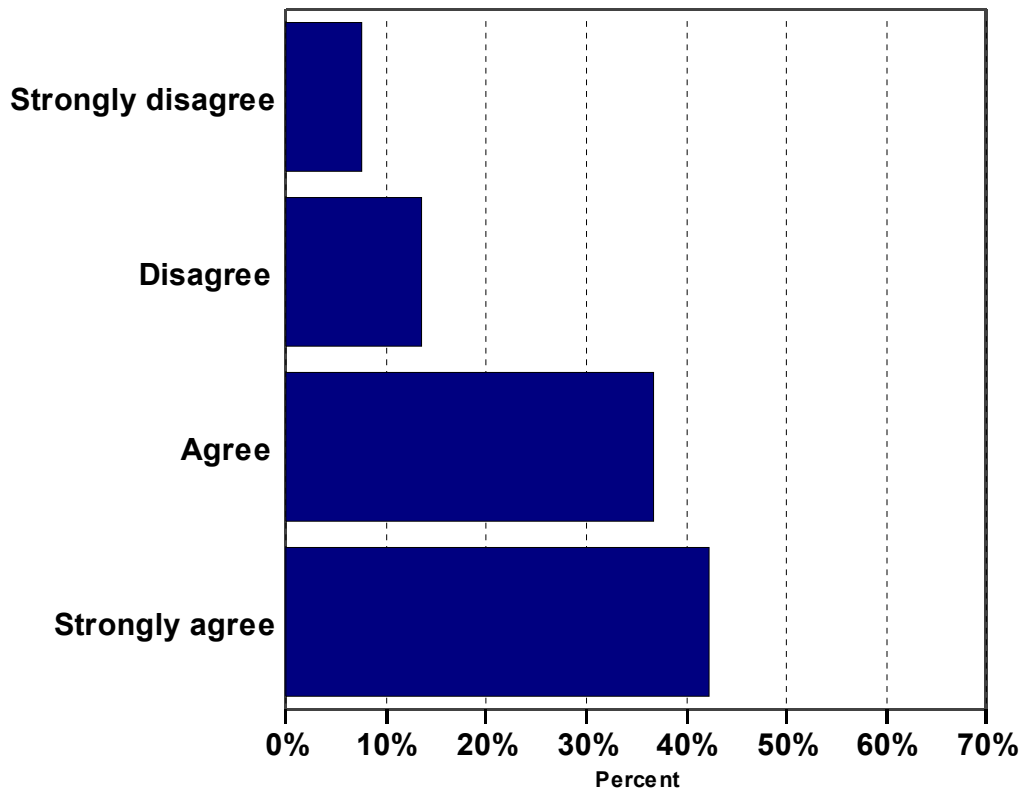
(n = 200)



**Figure 26**

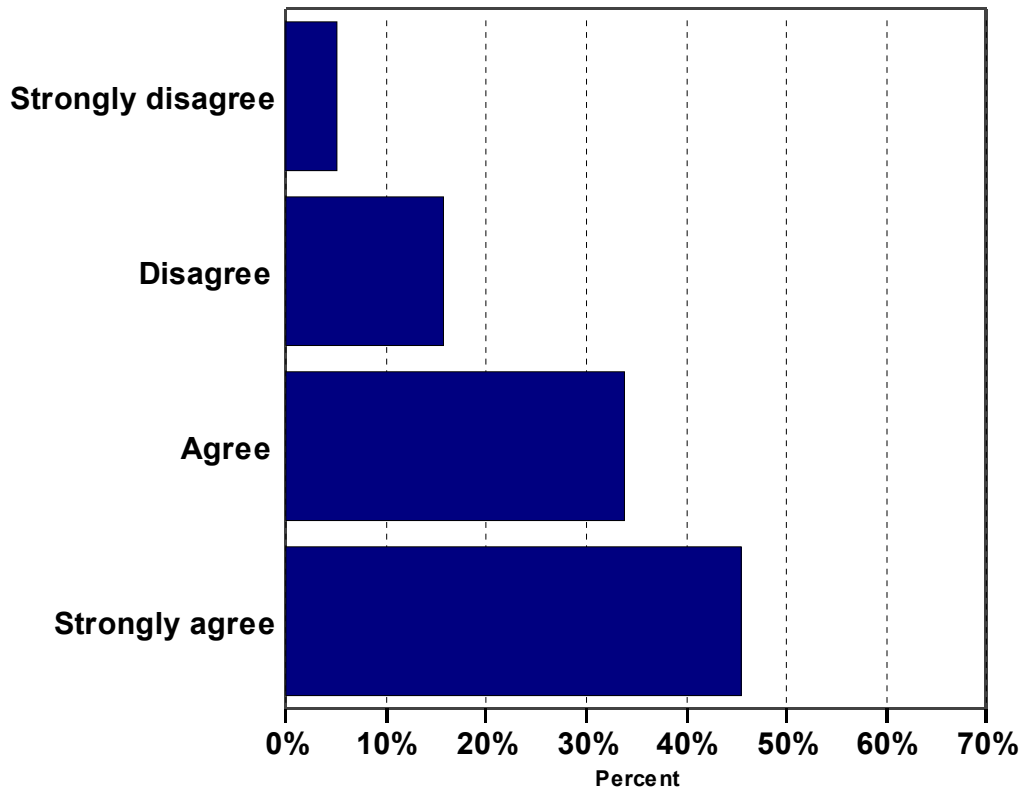
Overall, I am very attached to this community.

(n = 199)



**Figure 27**

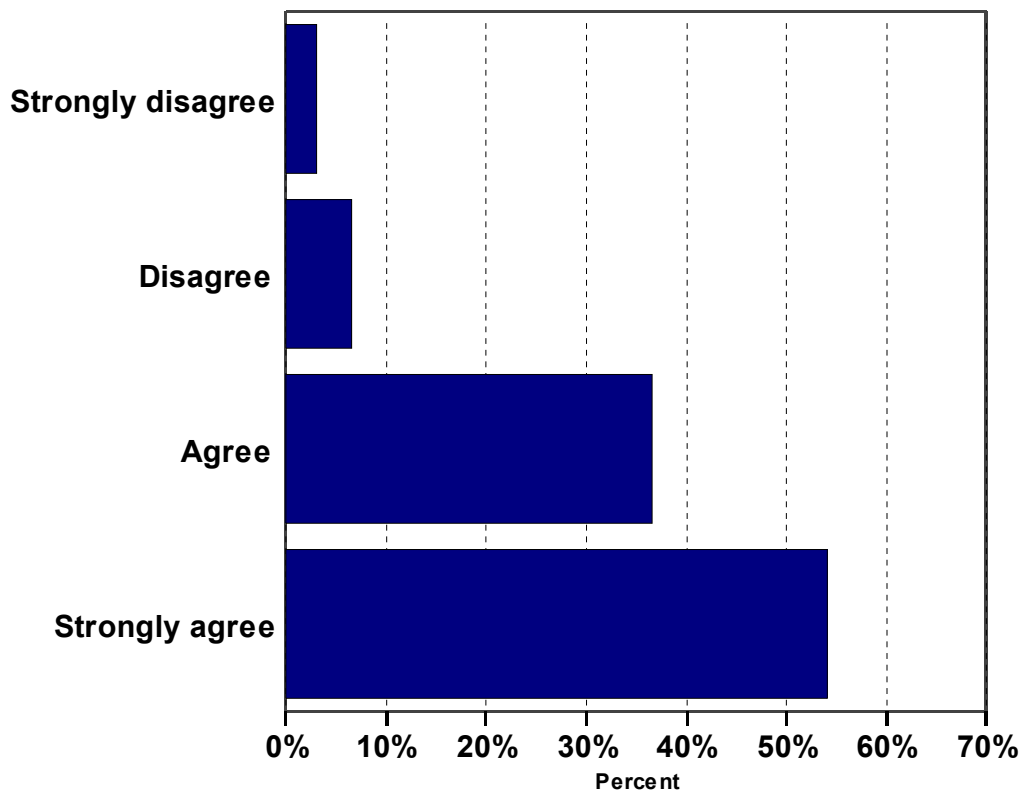
**I feel like I belong in this community.**  
(n = 198)



**Figure 28**

The friendships and associations I have with other people in this community mean a lot to me.

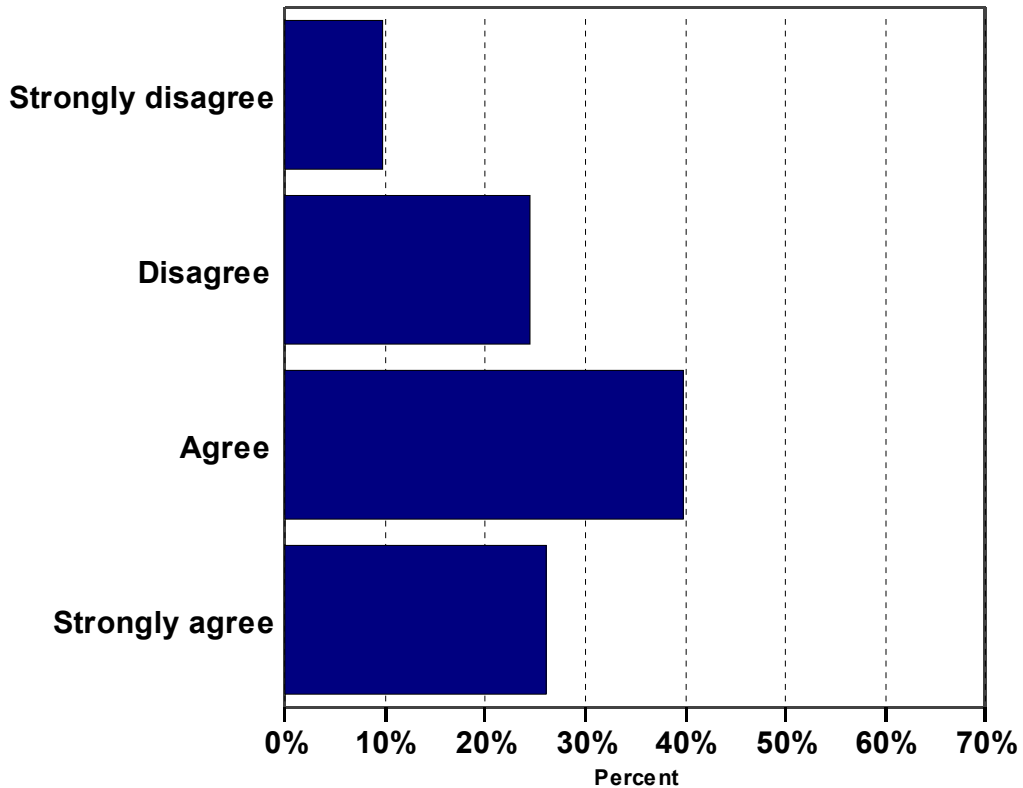
(n = 200)



**Figure 29**

If the people in this community were planning something, I'd think of it as something **WE** were doing rather than **THEY** were doing.

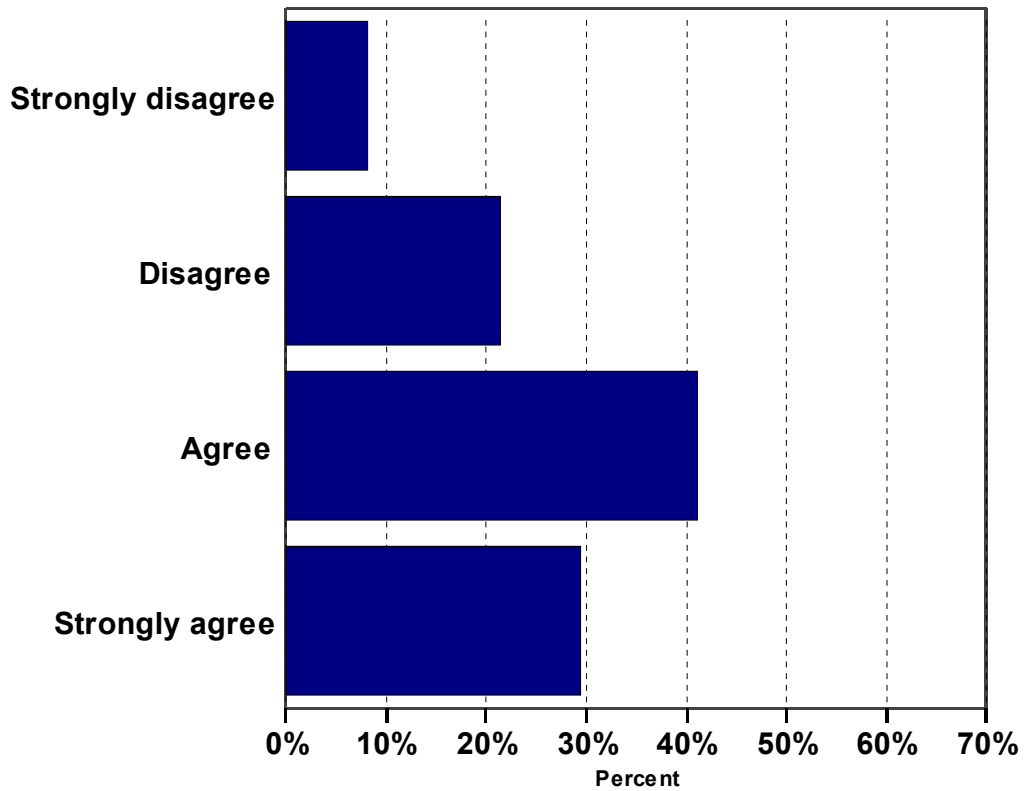
(n = 196)



**Figure 30**

If I needed advice about something, I could go to someone in this community.

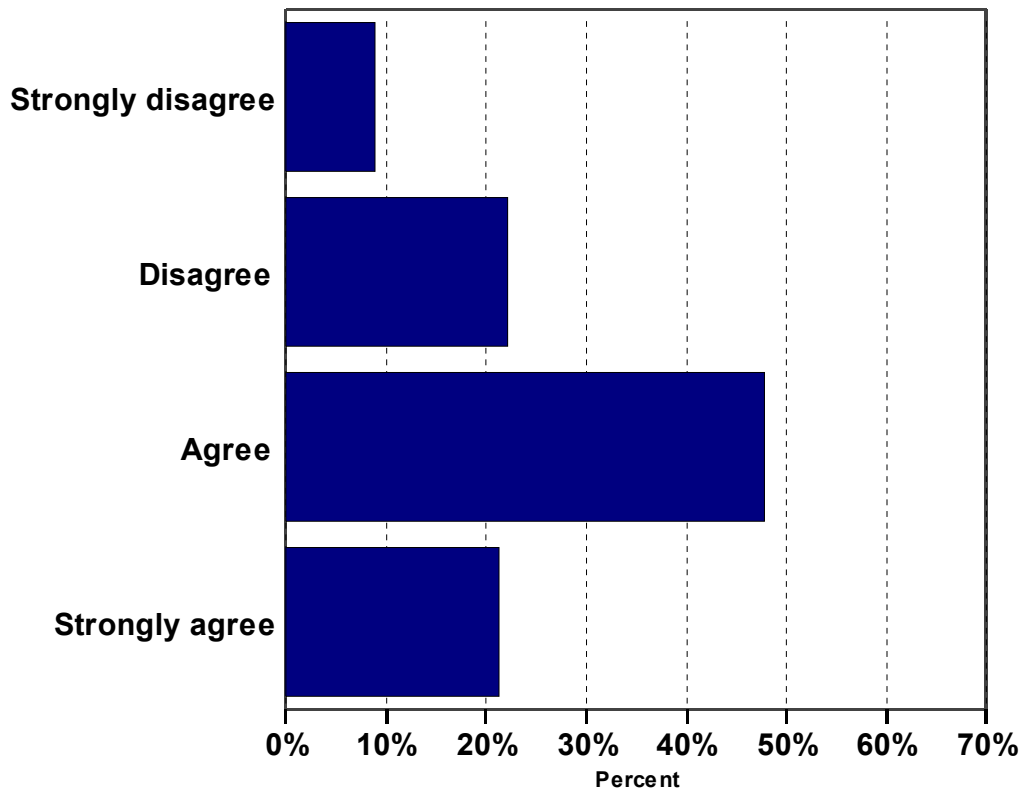
(n = 197)



## Figure 31

I think I agree with most people in this community about what is important in life.

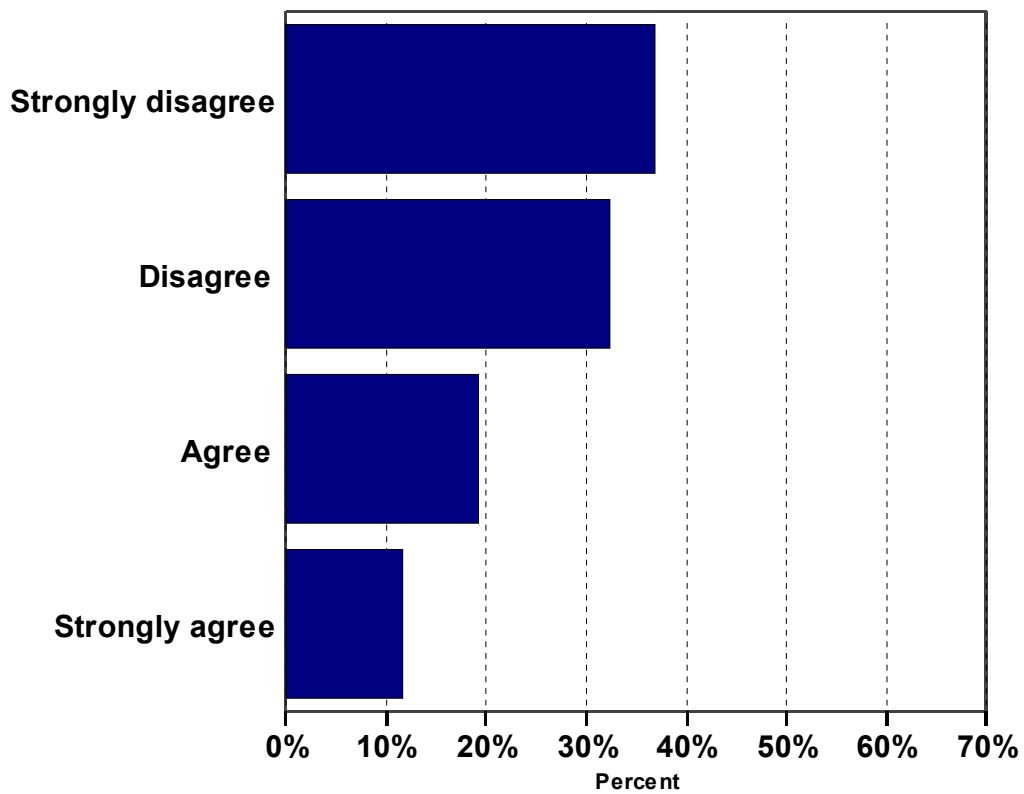
(n = 203)



**Figure 32**

Given the opportunity, I would move out of this community.

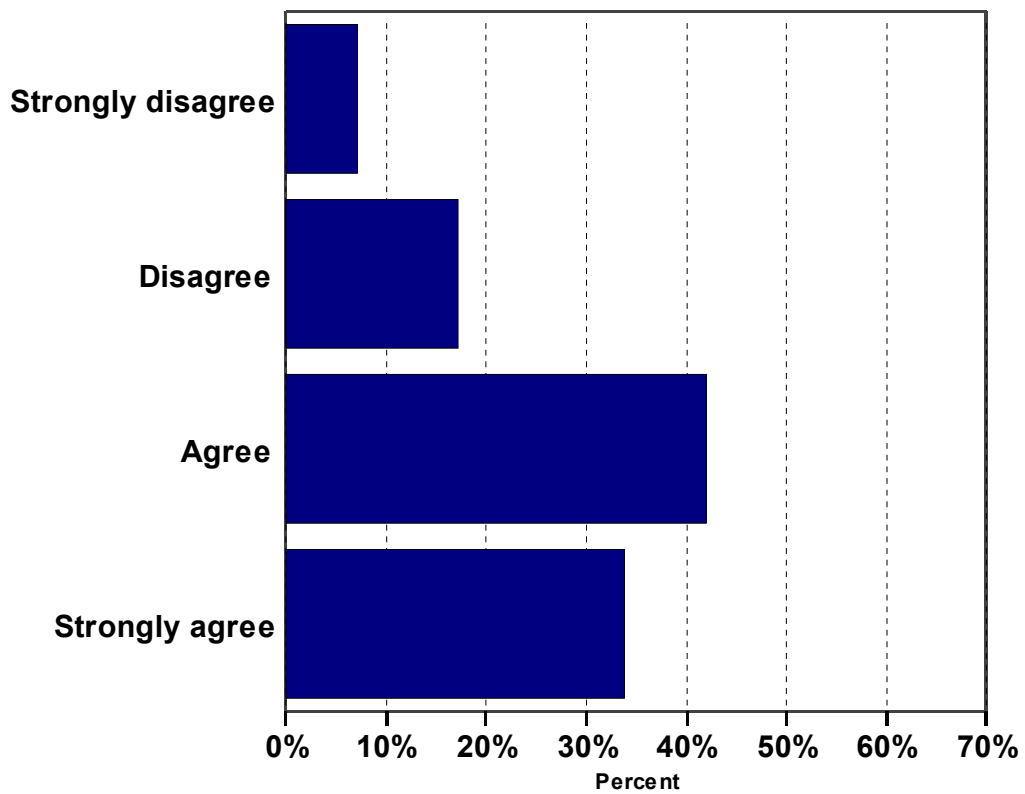
(n = 198)



**Figure 33**

I feel loyal to the people in this community.

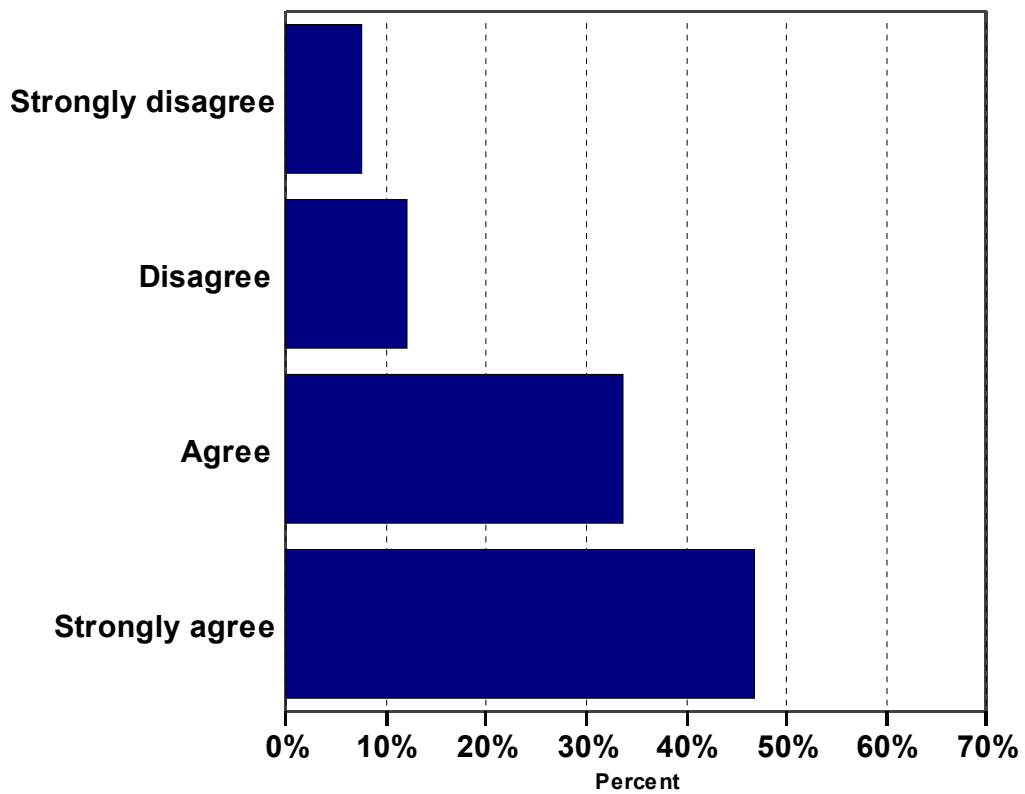
(n = 198)



**Figure 34**

I plan to remain a resident of this community for a number of years.

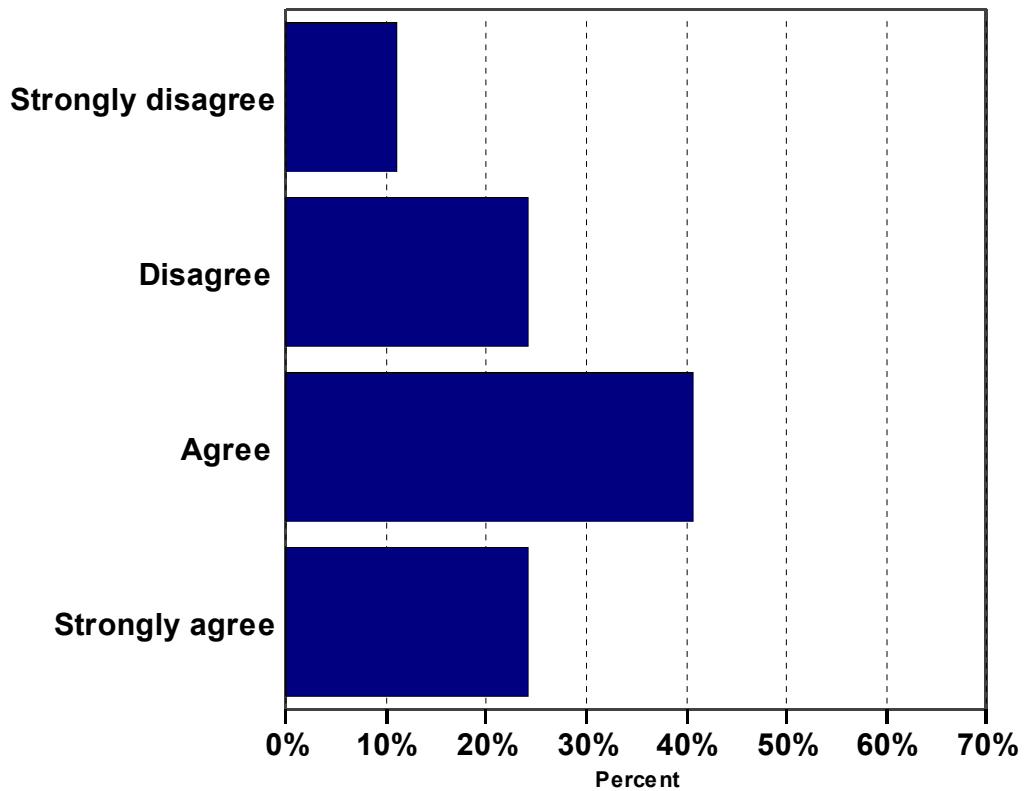
(n = 199)



### Figure 35

I like to think of myself as similar to the people who live in this community.

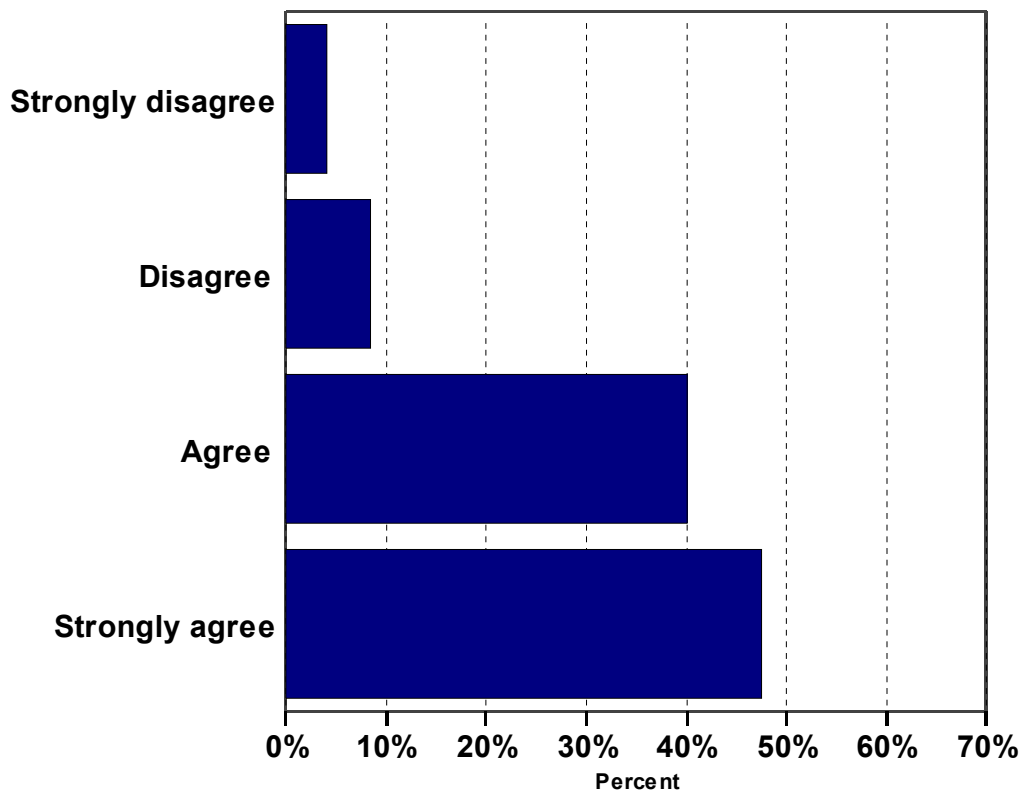
(n = 199)



**Figure 36**

The future success of this community  
is very important to me.

(n = 202)



**Table 2**

**A ranking of the eleven measures of  
community attachment  
(Figures 26 through 36)**

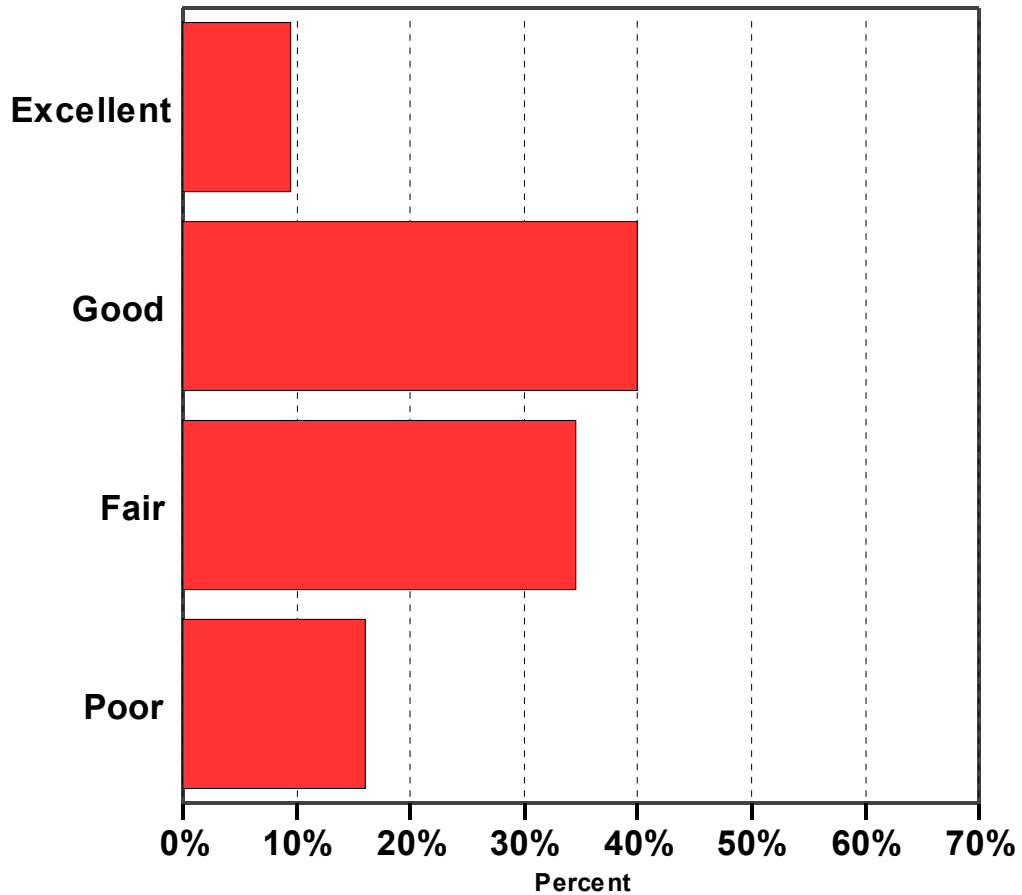
Measures of community attachment	Mean score*
The friendships and associations I have with other people in this community mean a lot to me.	3.42
The future success of this community is very important to me.	3.31
I plan to remain a resident of this community for a number of years.	3.20
I feel like I belong in this community.	3.20
Overall, I am very attached to this community.	3.14
I feel loyal to the people in this community.	3.03
If I needed advice about something, I could go to someone in this community.	2.92
If the people in this community were planning something, I'd think of it something WE were doing rather than THEY were doing.	2.82
I think I agree with most people in this community about what is important in life.	2.81
I like to think of myself as similar to the people who live in this community.	2.78
Given the opportunity, I would move out of this community.	2.06

\* Computed using a scale ranging from 1 (strongly disagree) to 4 (strongly agree).

**Figure 37**

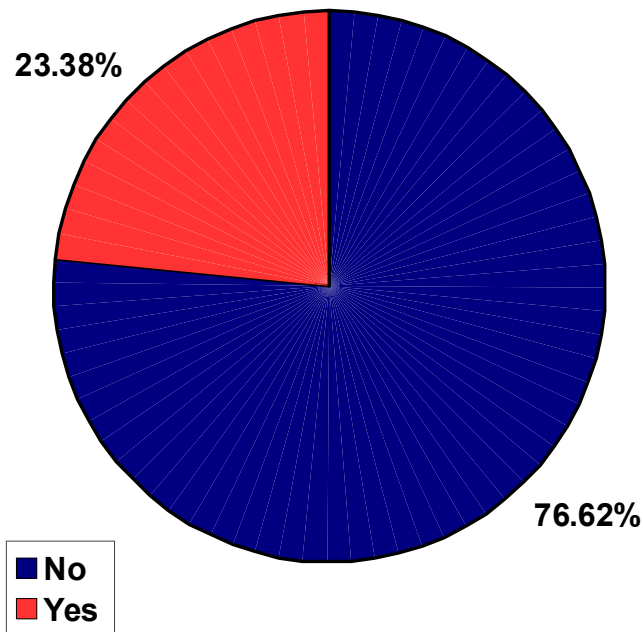
Overall, how would you rate the quality of life of your community?

(n = 200)



## Figure 38

Is it likely that you will be moving to another community within the next two years?  
(n = 201)



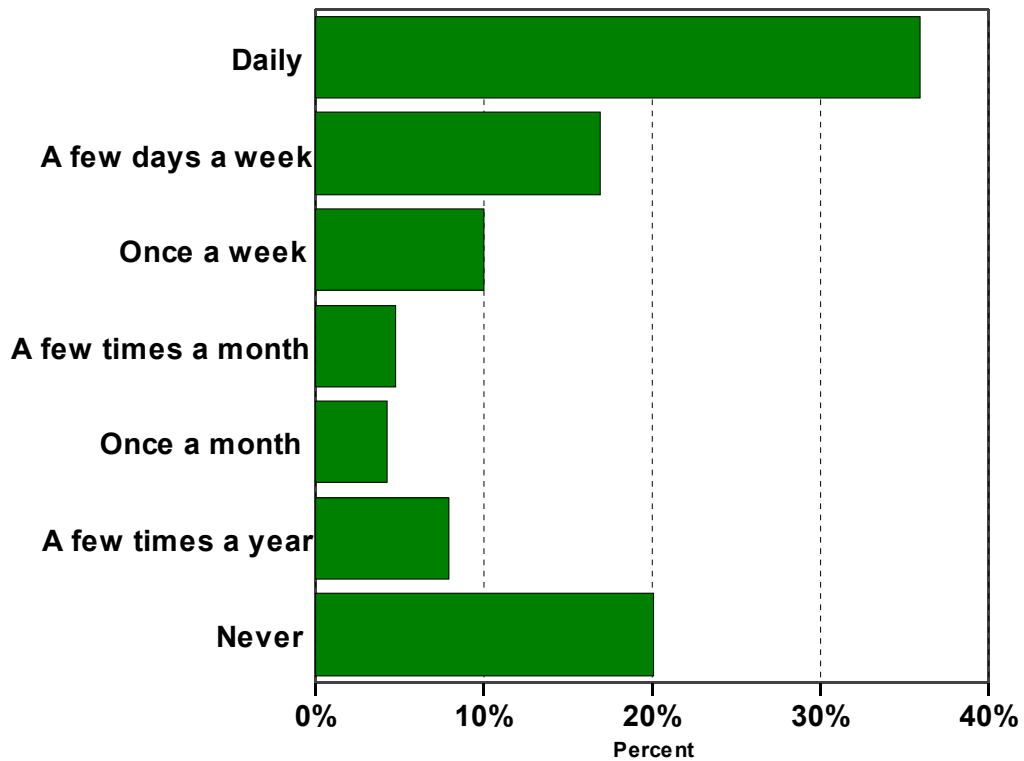
## **Section III**

# **Social Interaction and Social Bonds**

This section deals with social interactions and social bonds in Sanderson. Respondents were asked to indicate how often they interacted with family, close friends, acquaintance, and neighbors (Figures 39 through 42). They were also asked to indicate their level of agreement on four statements concerning family members and/or friends (Figures 43 through 46).

## Figure 39

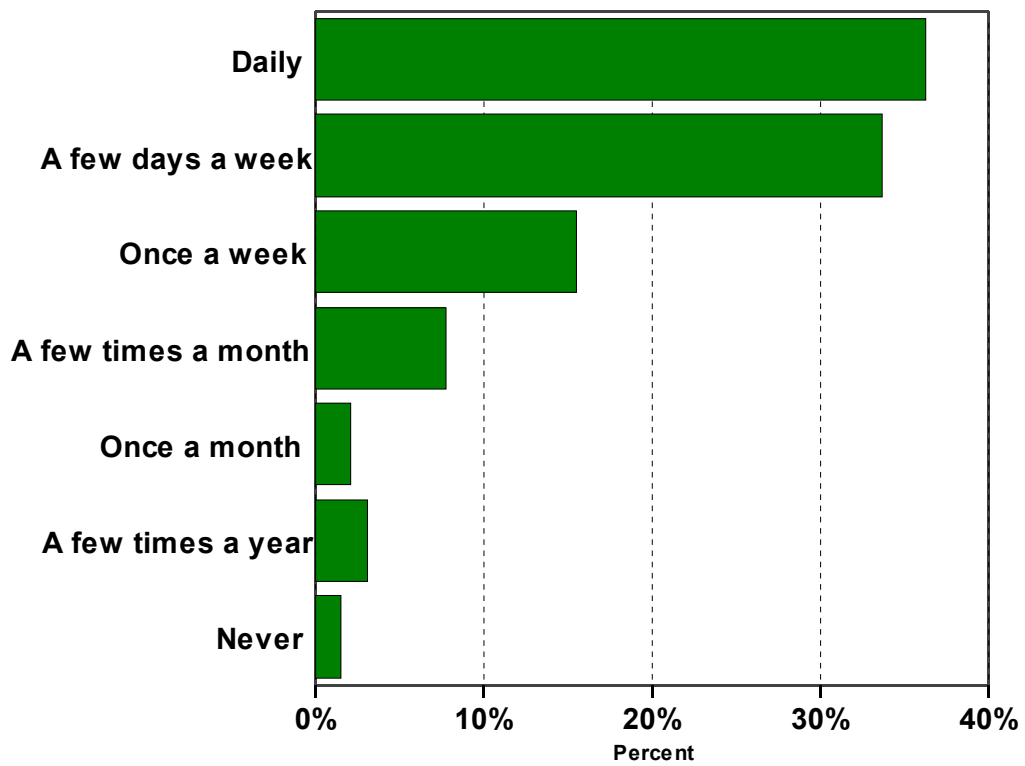
*Interaction with:*  
**Family**  
(i.e., kin living outside household)  
(n = 189)



**Figure 40**

*Interaction with:*  
**Close friends**

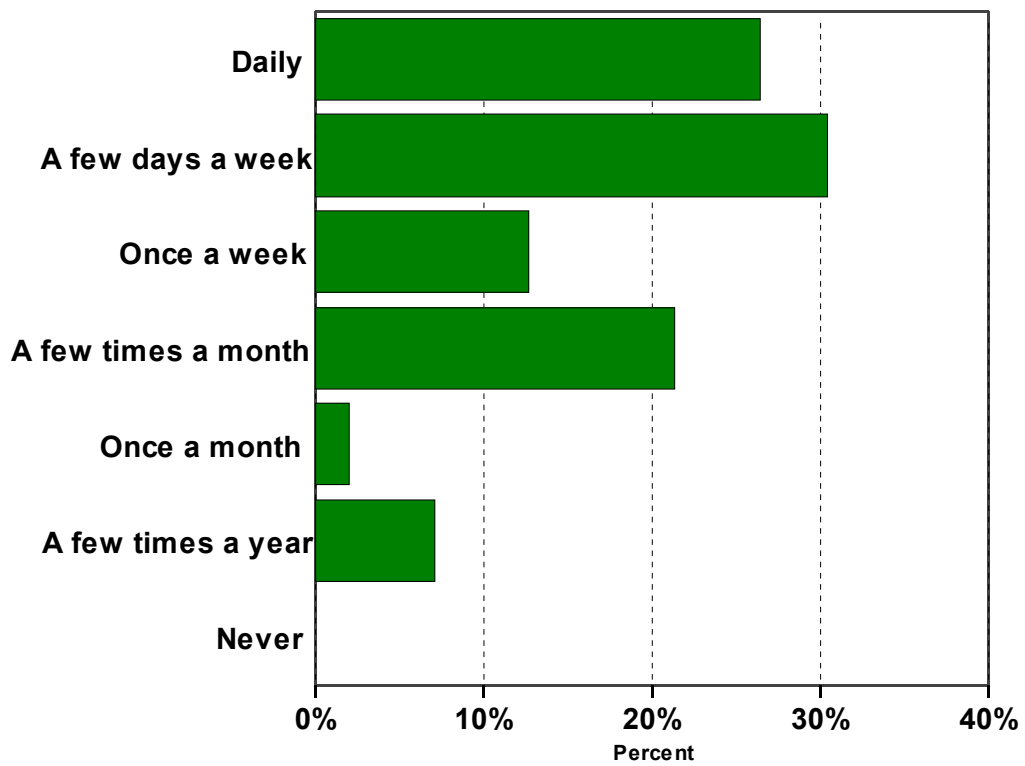
(n = 193)



**Figure 41**

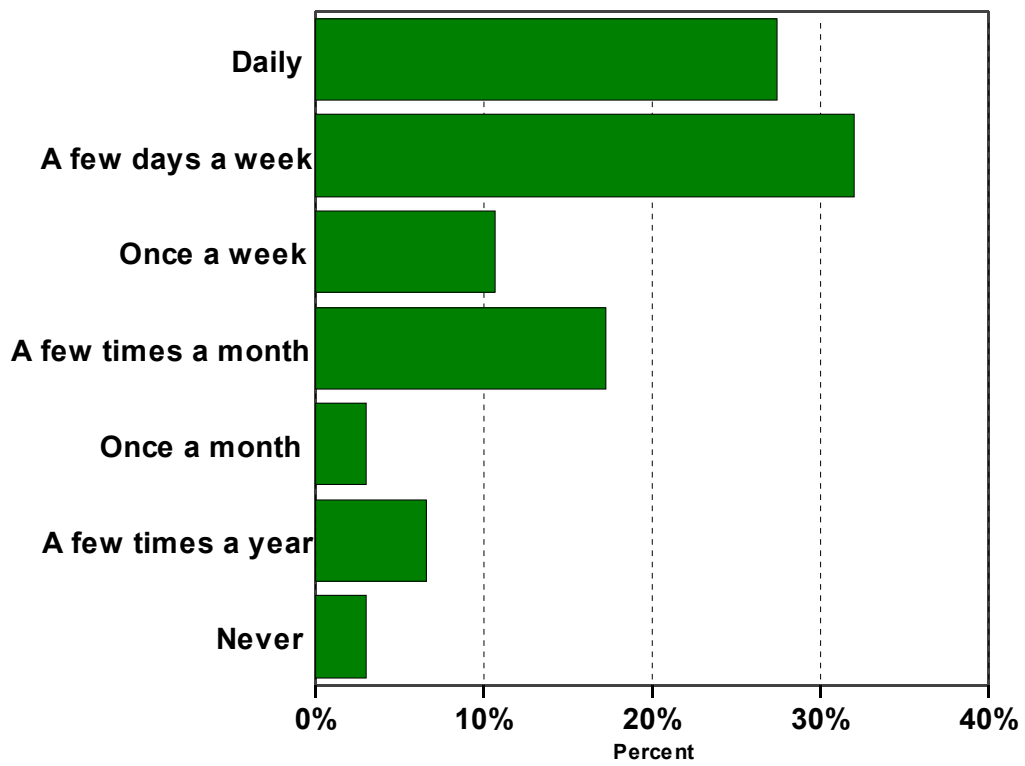
*Interaction with:*  
**Acquaintances**

(n = 197)



## Figure 42

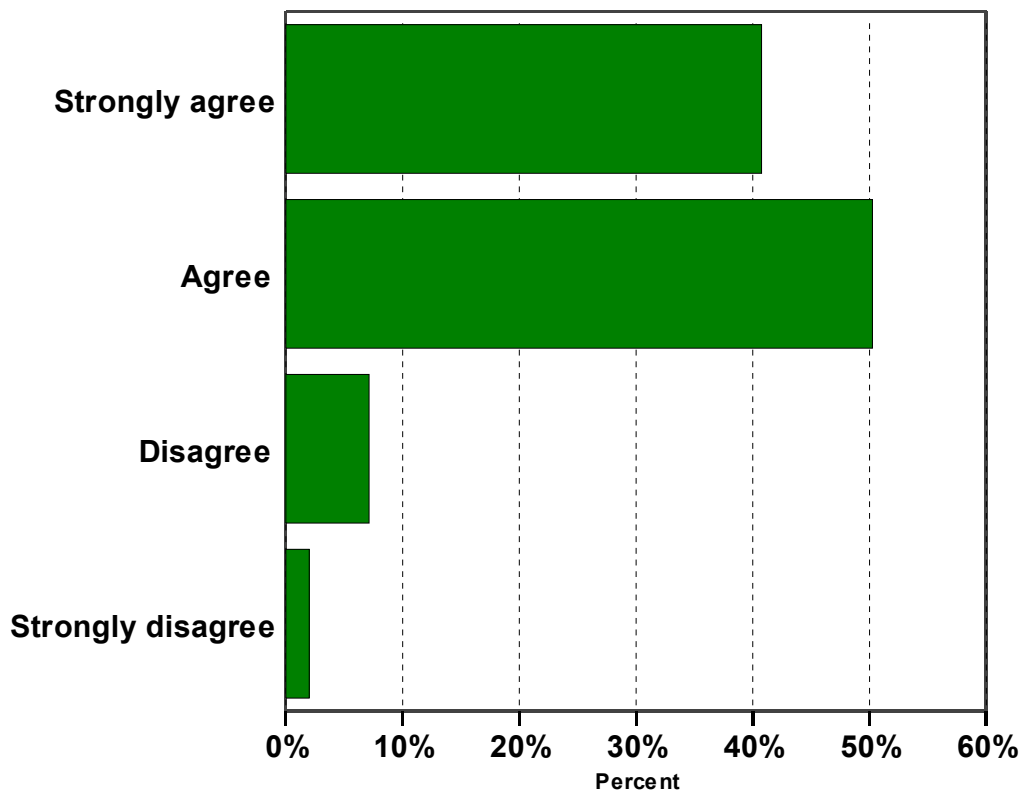
### *Interaction with:* Neighbors (n = 197)



**Figure 43**

I know enough people to help me  
with tasks or errands.

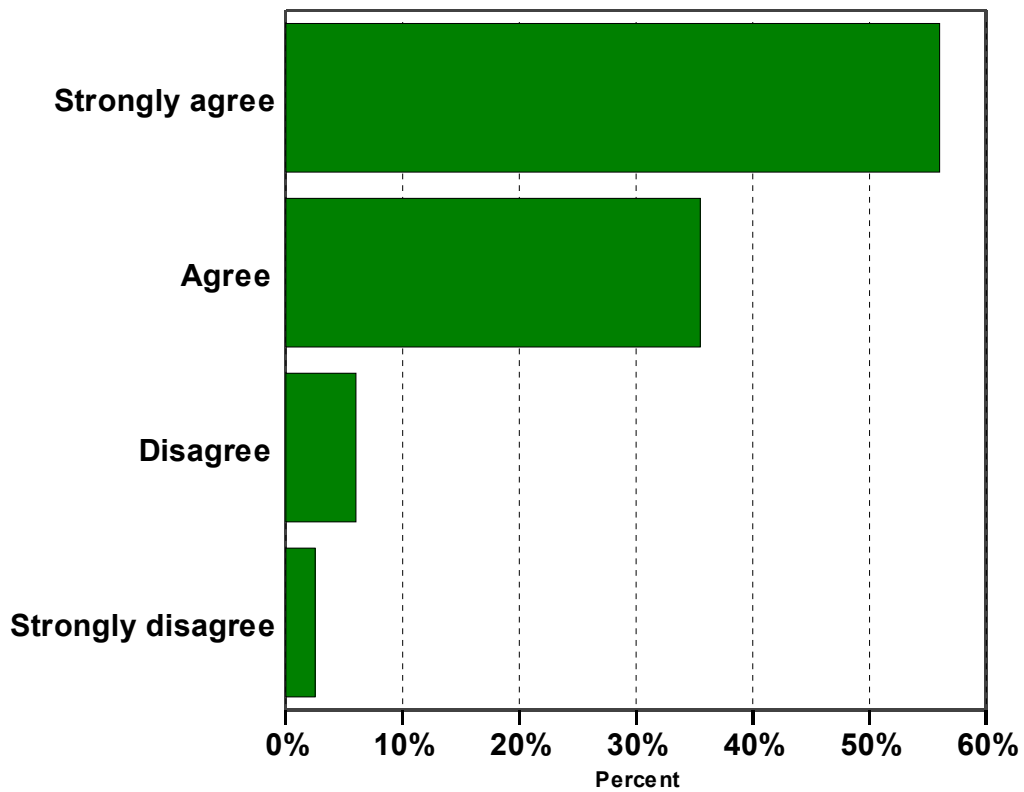
(n = 199)



**Figure 44**

I know someone who will take care of my house while I am away.

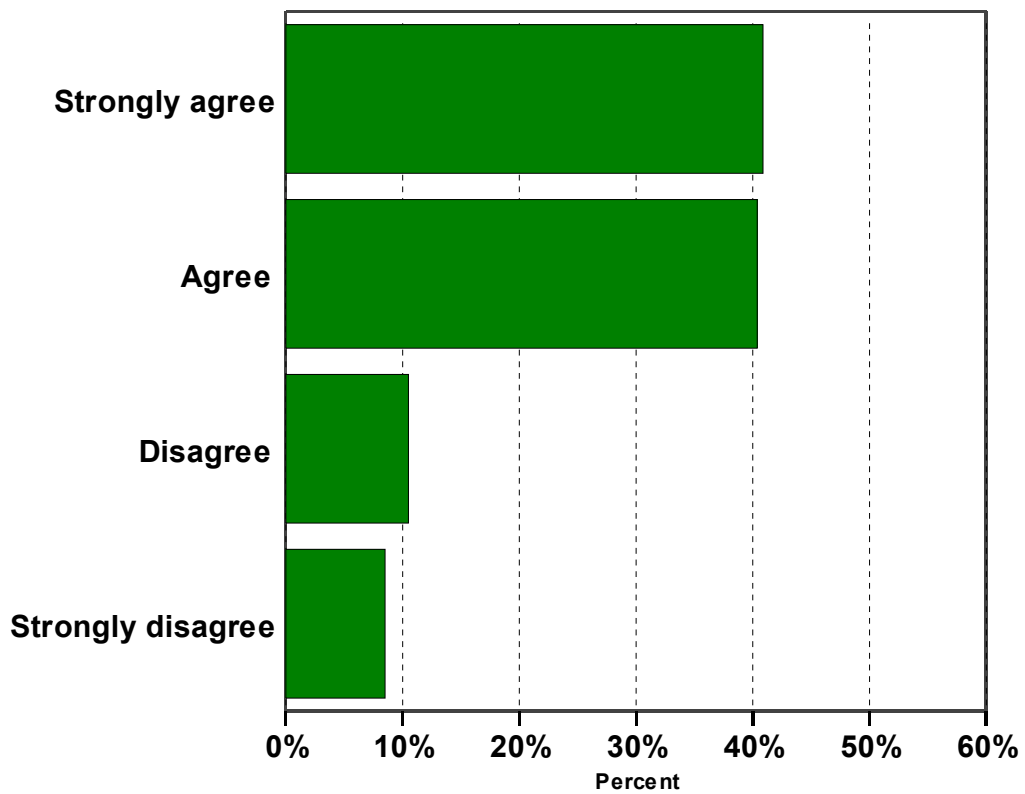
(n = 200)



**Figure 45**

If I am sick, I have someone to care for me.

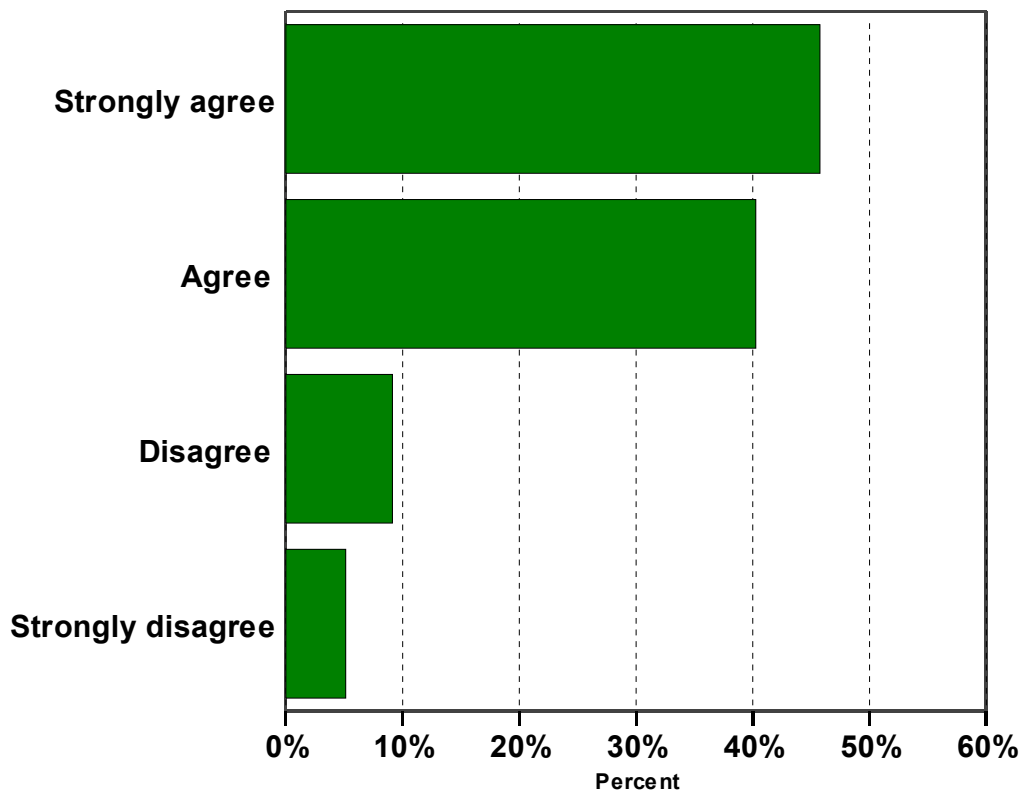
(n = 201)



**Figure 46**

If I need a ride to some place, I have someone to take me.

(n = 199)



## **Section IV**

# **Community Involvement**

This section deals with levels of community involvement. Figures 47 through 54 summarize respondents' levels of involvement in community groups and organizations.

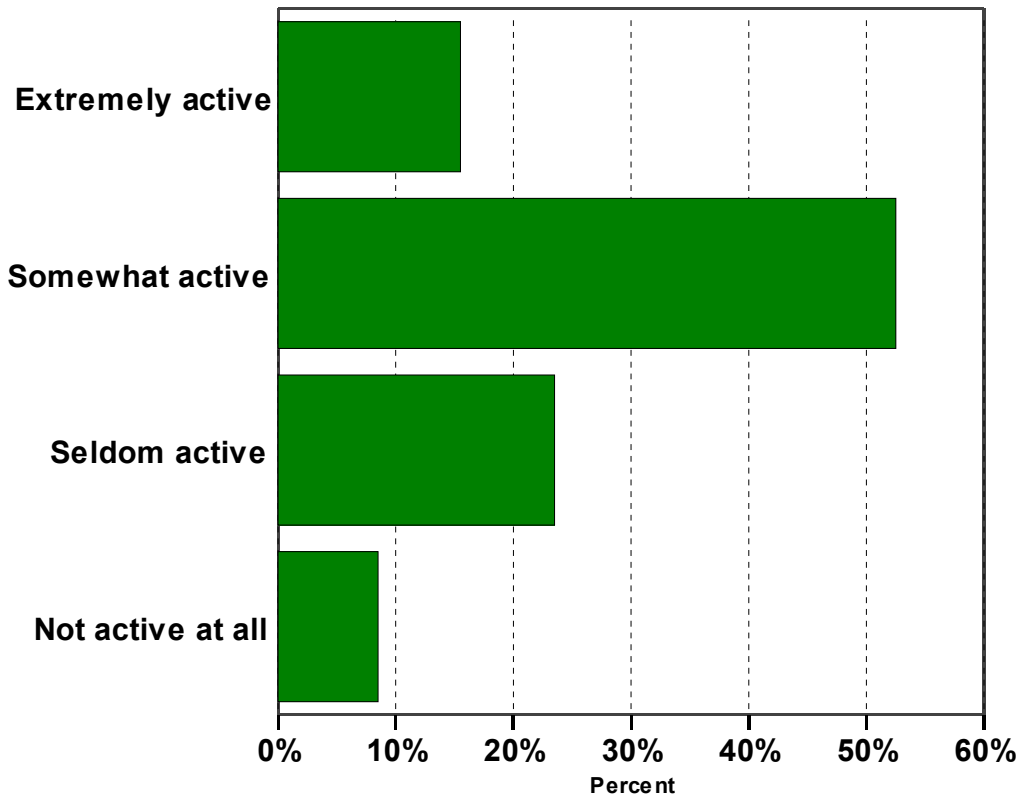
Figures 55 through 66 illustrate individuals' involvement in community affairs and reasons why they do, and conversely do not, get involved.

Figures 67 through 74 show the extent to which respondents have participated in the Cinco de Mayo and the July 4<sup>th</sup> Celebration during the past two years.

**Figure 47**

In general, how would you describe your level of involvement in community or local area activities or events?

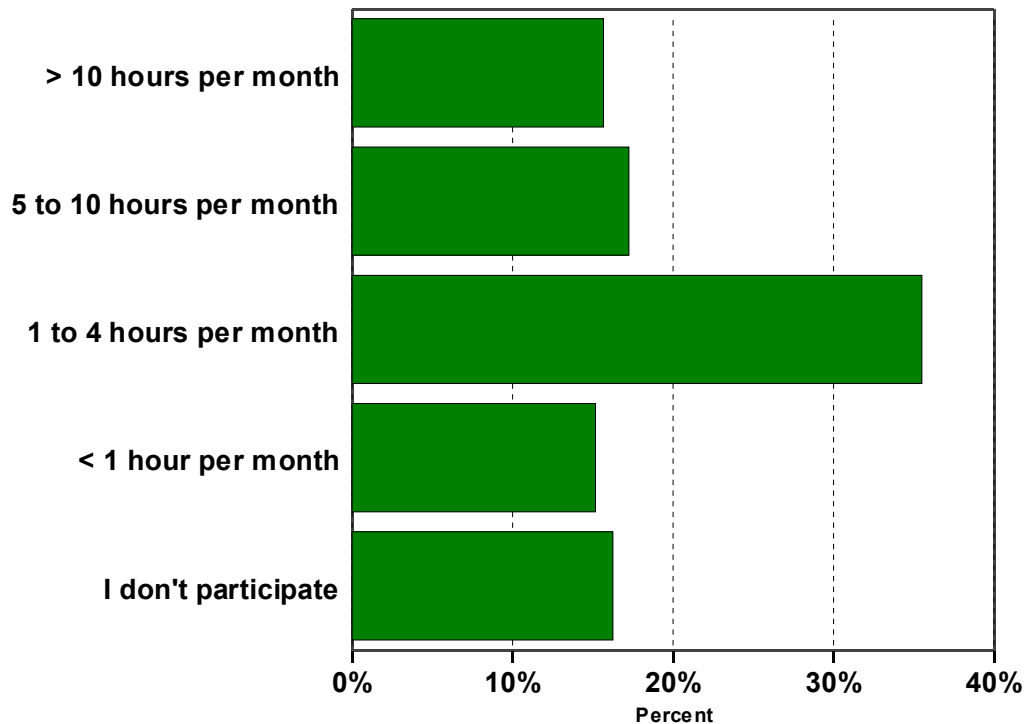
(n = 200)



## Figure 48

On average, about how many hours do you ordinarily spend in a normal month attending or taking part in any kind of organized or planned group activity or event (not associated with work or a job) that involves other members of this community?

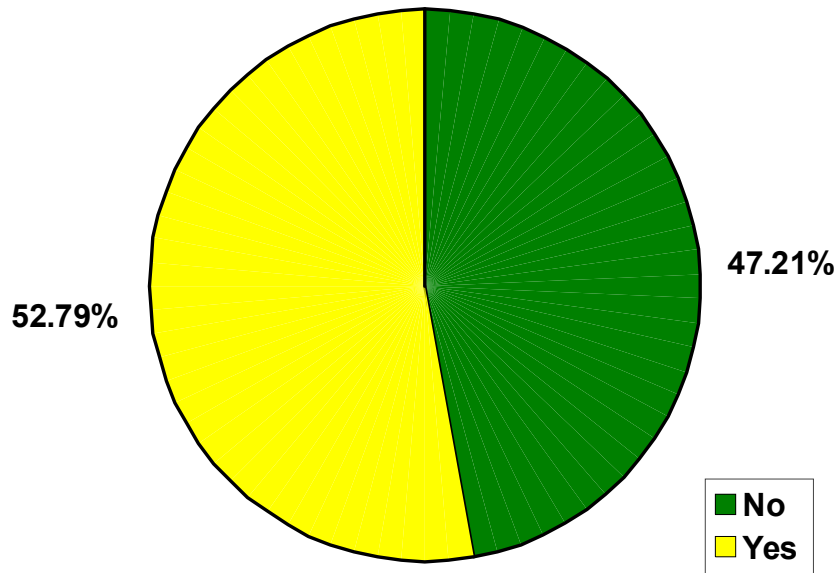
(n = 197)



**Figure 49**

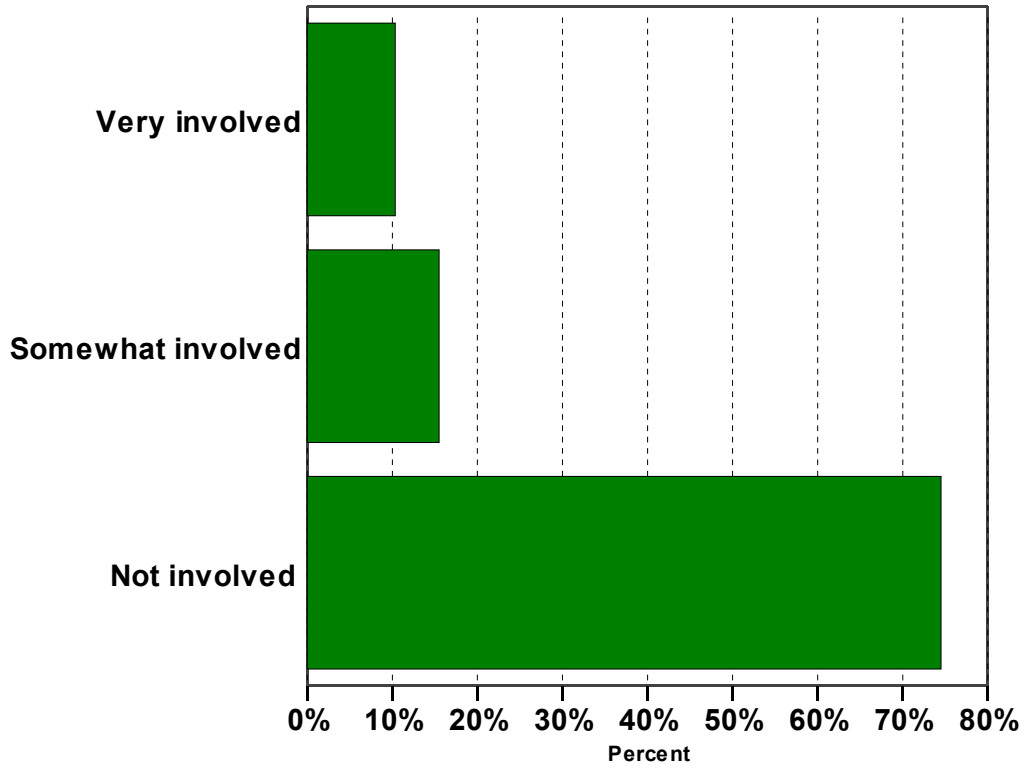
Do you belong to any local community clubs, groups, or organizations of any kind?

(n = 197)



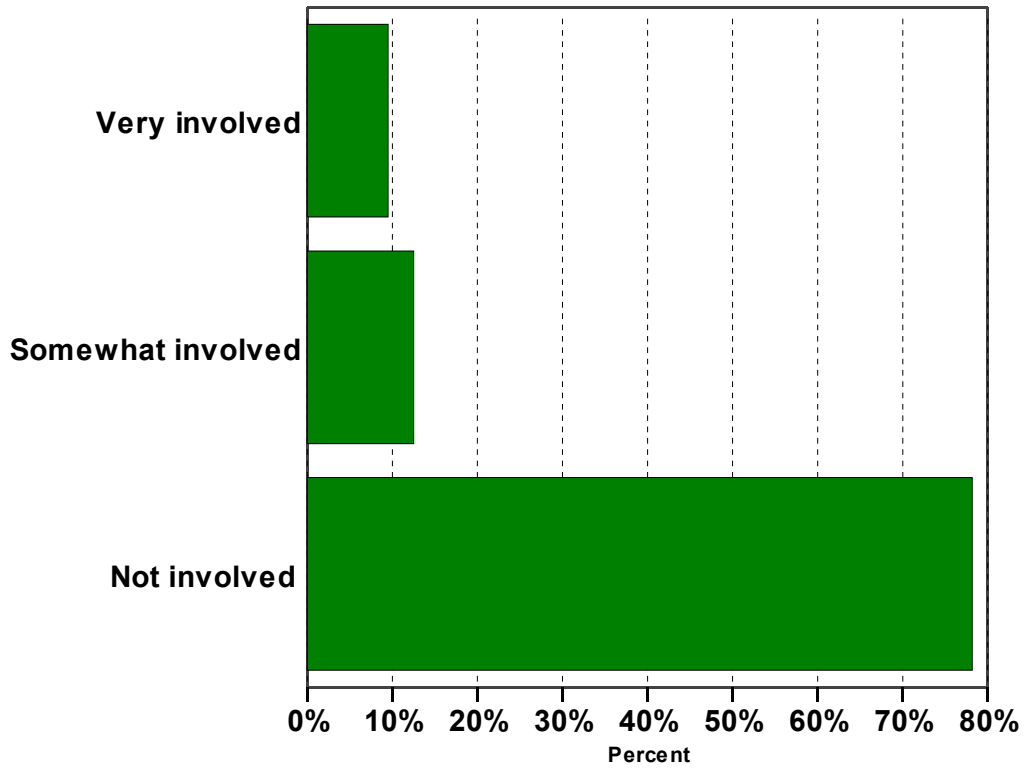
## Figure 50

*Level of involvement with:  
Civic organizations (e.g., Rotary,  
Kiwanis, VFW, Elks, etc.)*  
(n = 195)



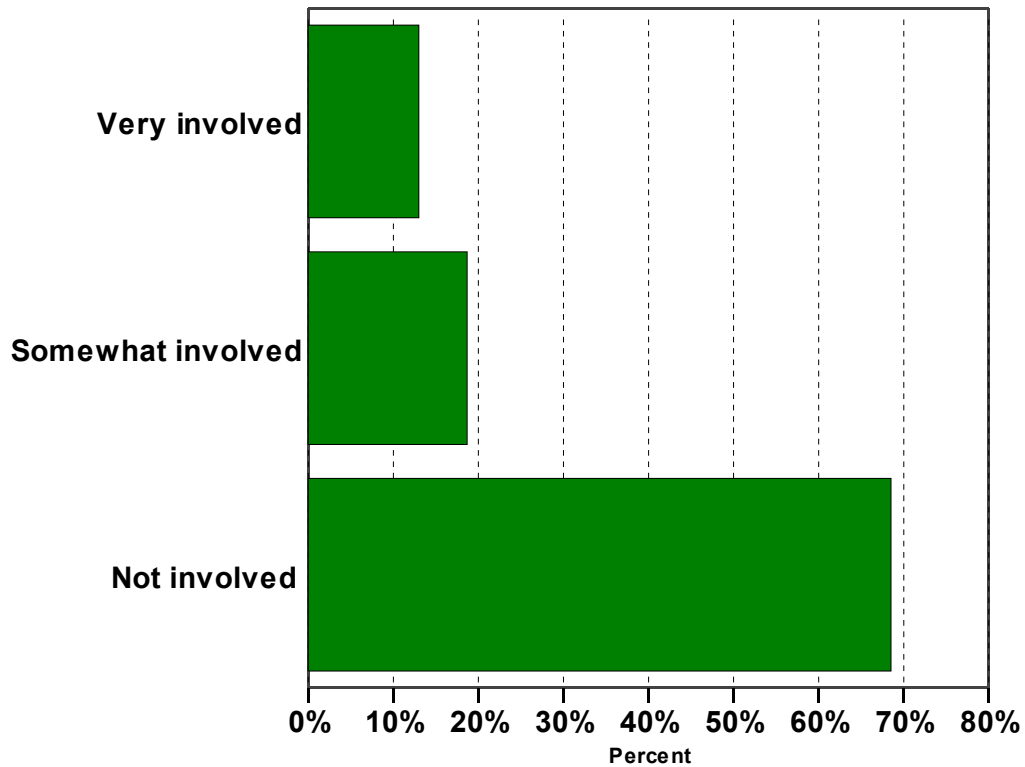
## Figure 51

*Level of involvement with:*  
Athletic teams or recreational groups  
(e.g., softball, soccer, etc.)  
(n = 192)



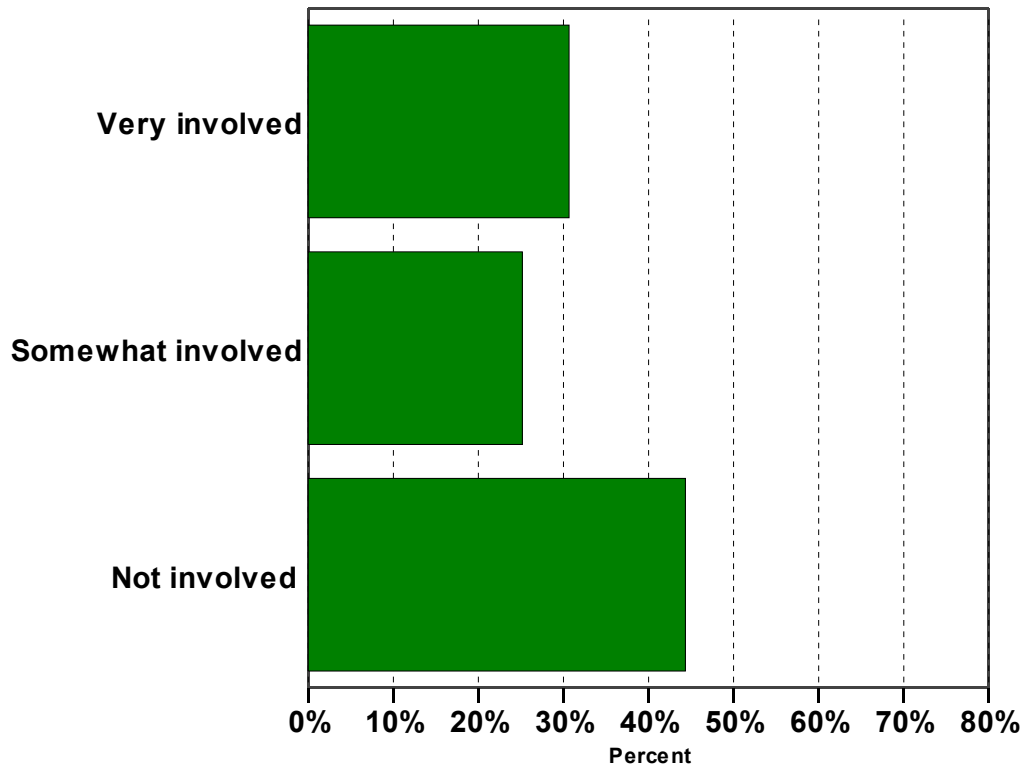
## Figure 52

*Level of involvement with:  
Educational or school groups (e.g.,  
PTA, band boosters, etc.)*  
(n = 193)



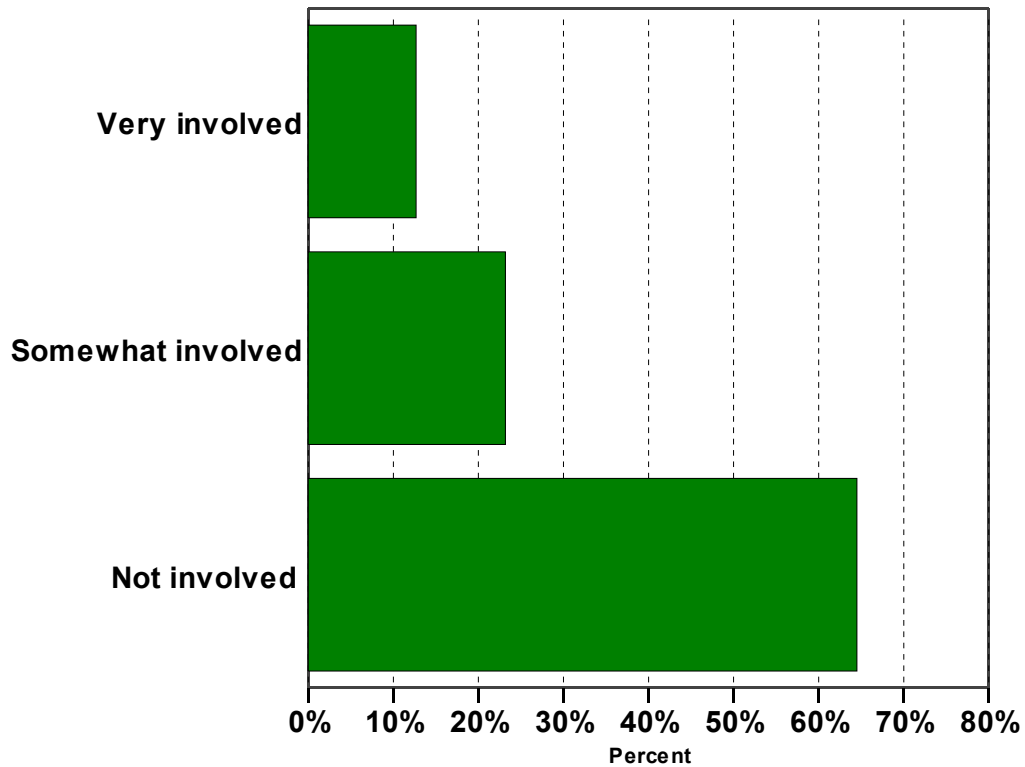
## Figure 53

*Level of involvement with:*  
Church groups (e.g., Sunday school,  
choir, church board, etc.)  
(n = 199)



## Figure 54

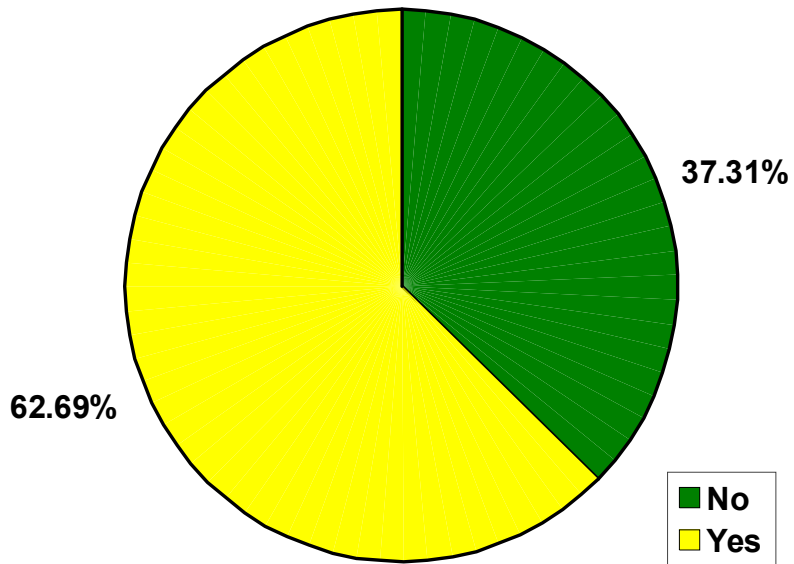
*Level of involvement with:*  
County or community government  
(e.g., county board, etc.)  
(n = 191)



**Figure 55**

Have you ever participated in any type of community improvement activity in this community?

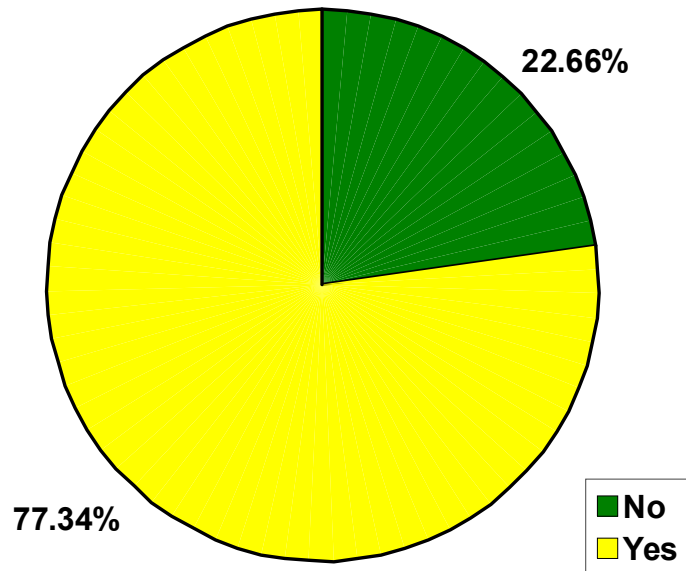
(n = 201)



## Figure 56

Have you ever attended a public meeting on town or school affairs in this community?

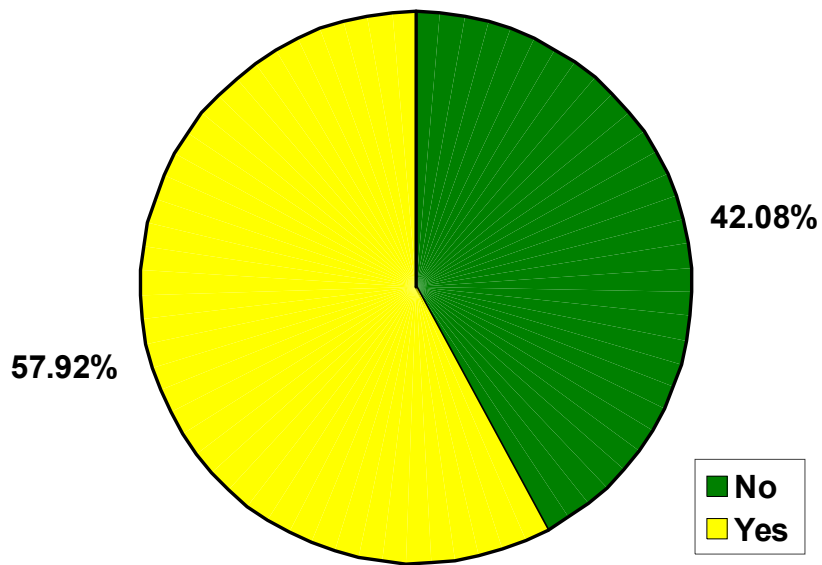
(n = 203)



**Figure 57**

Have you ever worked with others in this community to try to solve community problems?

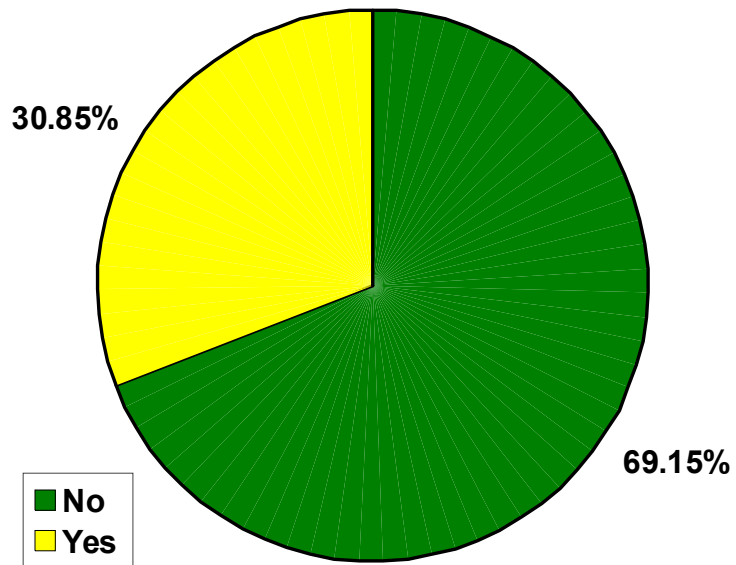
(n = 202)



## Figure 58

Have you ever taken part in forming a new group or a new organization to try to solve community problems?

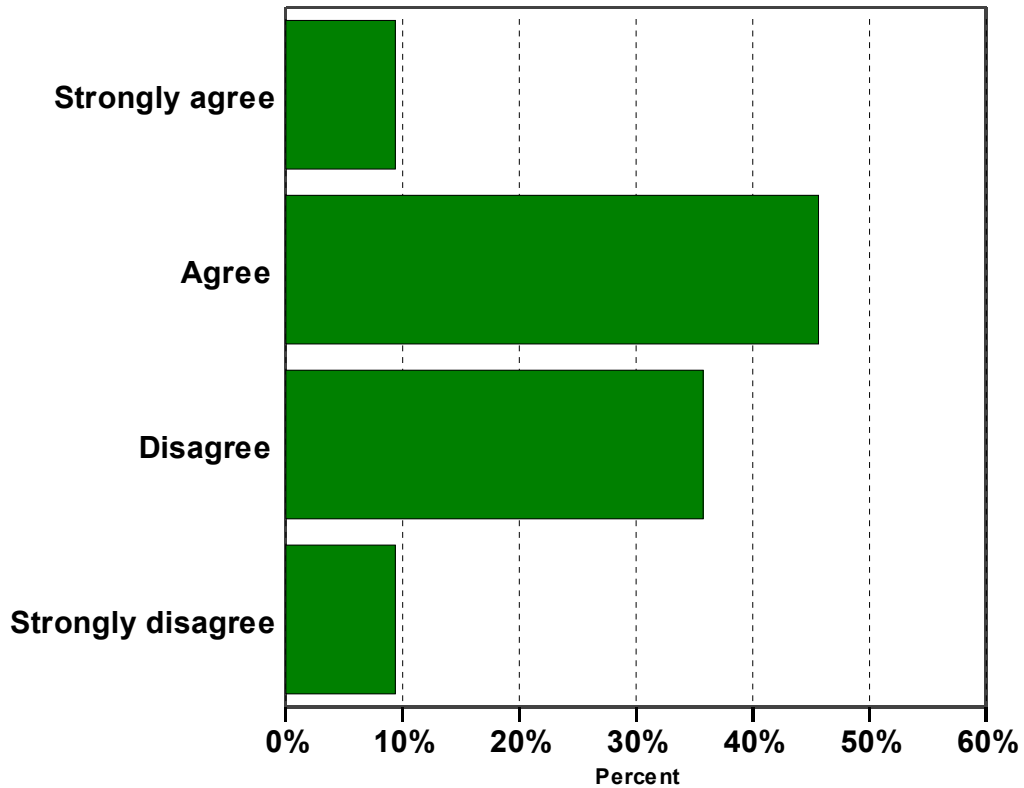
(n = 201)



**Figure 59**

I would devote more time to helping solve community problems if someone would tell me how to get involved.

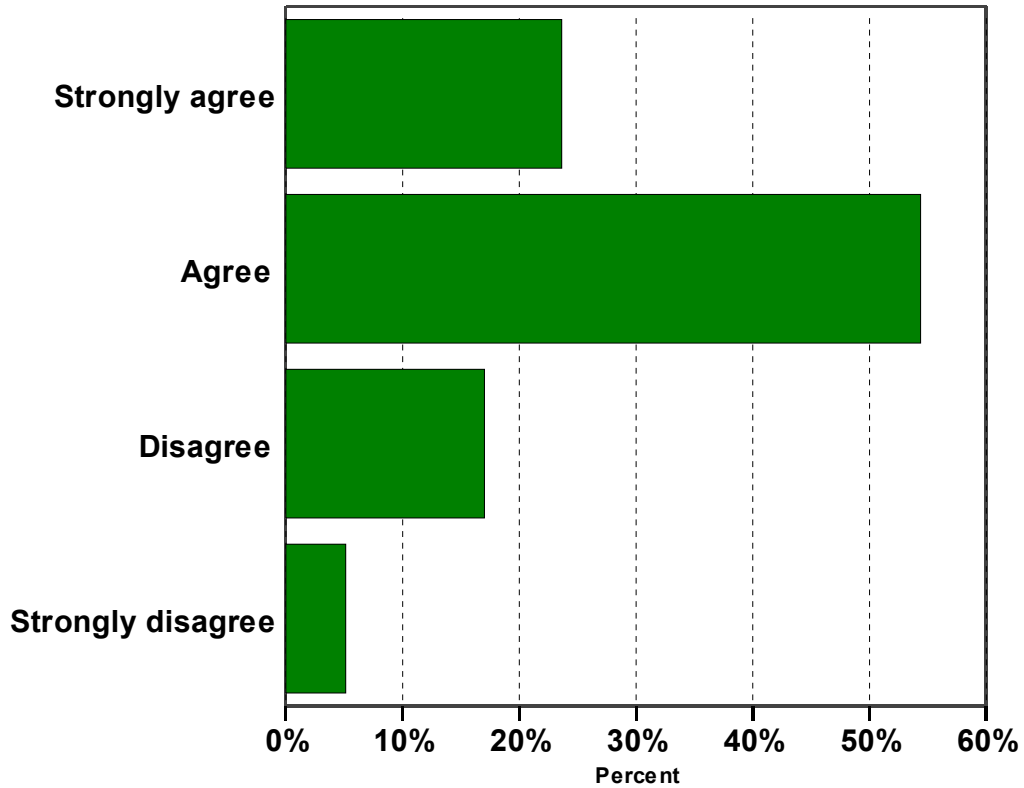
(n = 193)



**Figure 60**

I would devote more time to helping solve community problems if I thought it would make a difference.

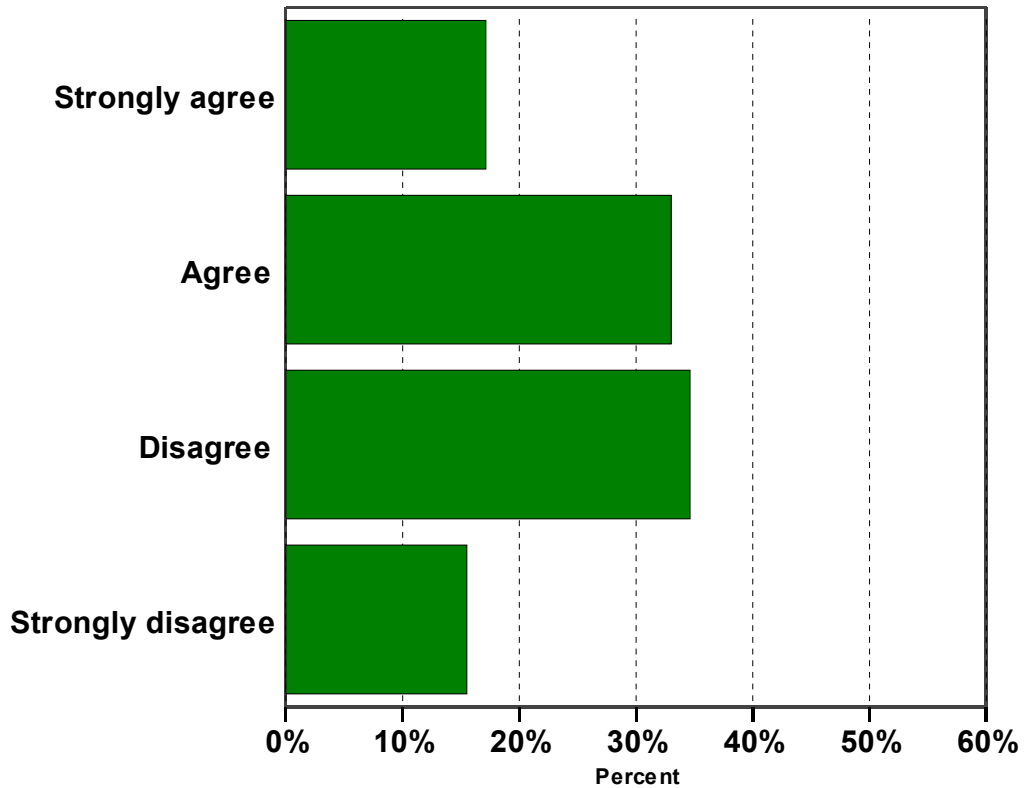
(n = 195)



**Figure 61**

I would devote more time to helping solve community problems if I could worry less about personal money issues.

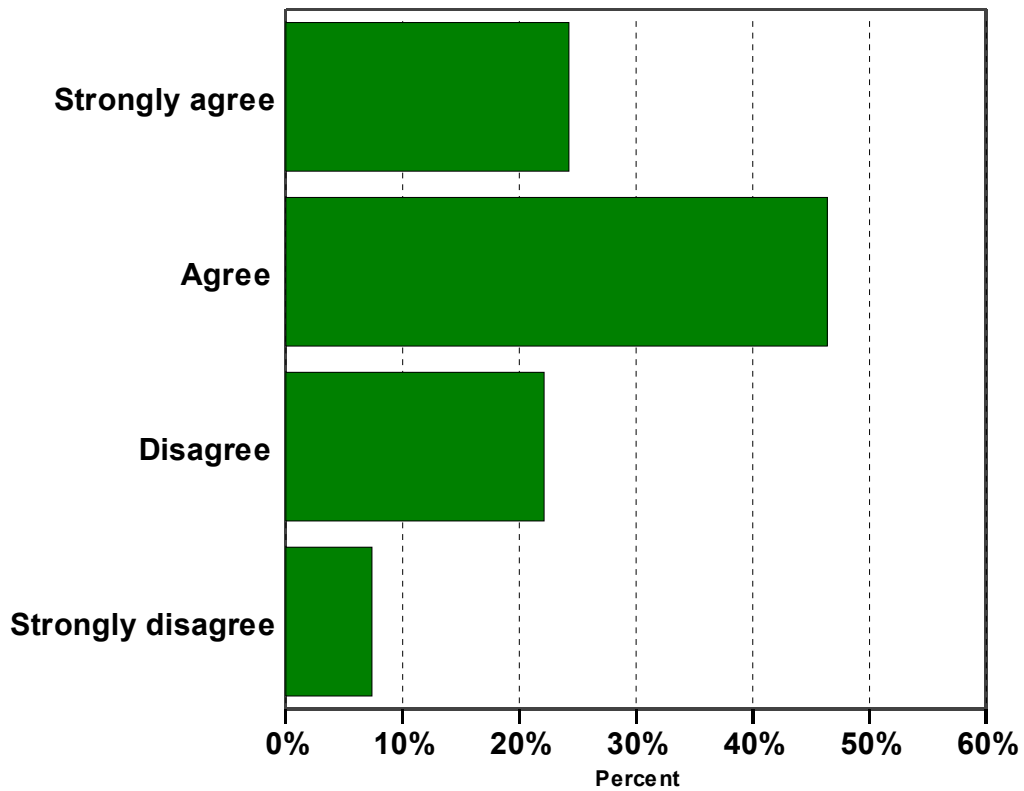
(n = 188)



**Figure 62**

I would devote more time to helping solve community problems if I thought I would be listened to.

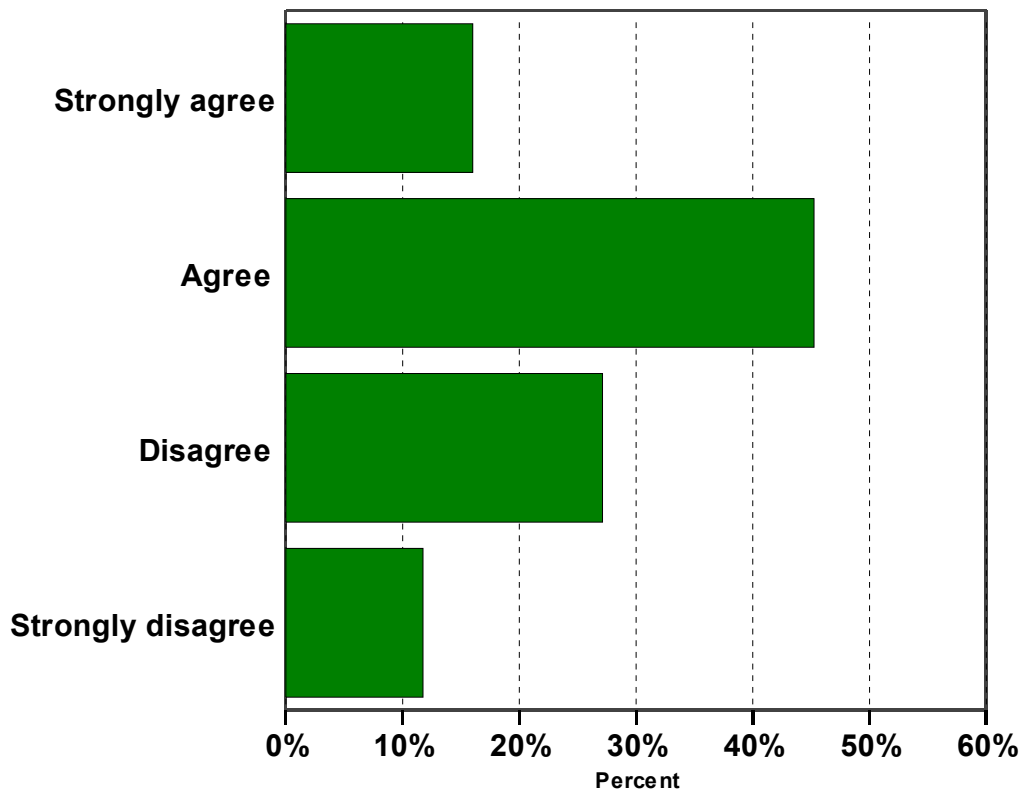
(n = 190)



**Figure 63**

I would devote more time to helping solve community problems if I had more free time.

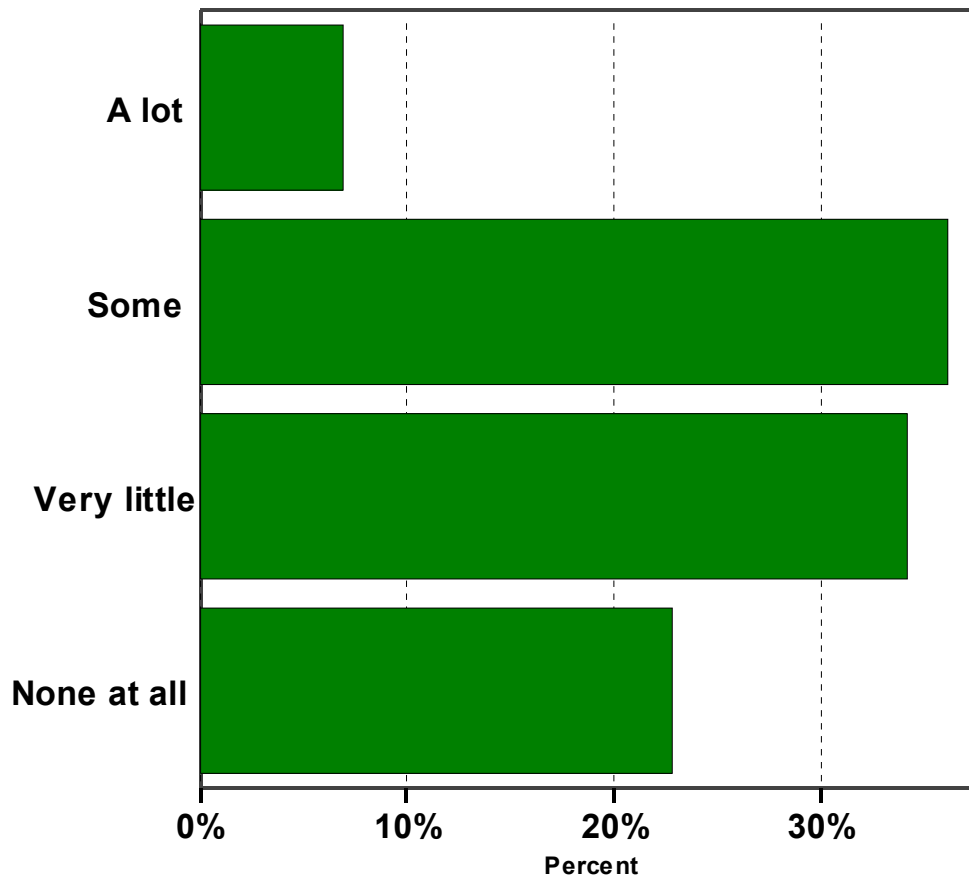
(n = 188)



**Figure 64**

How much influence do you feel you have as an individual in community decision-making?

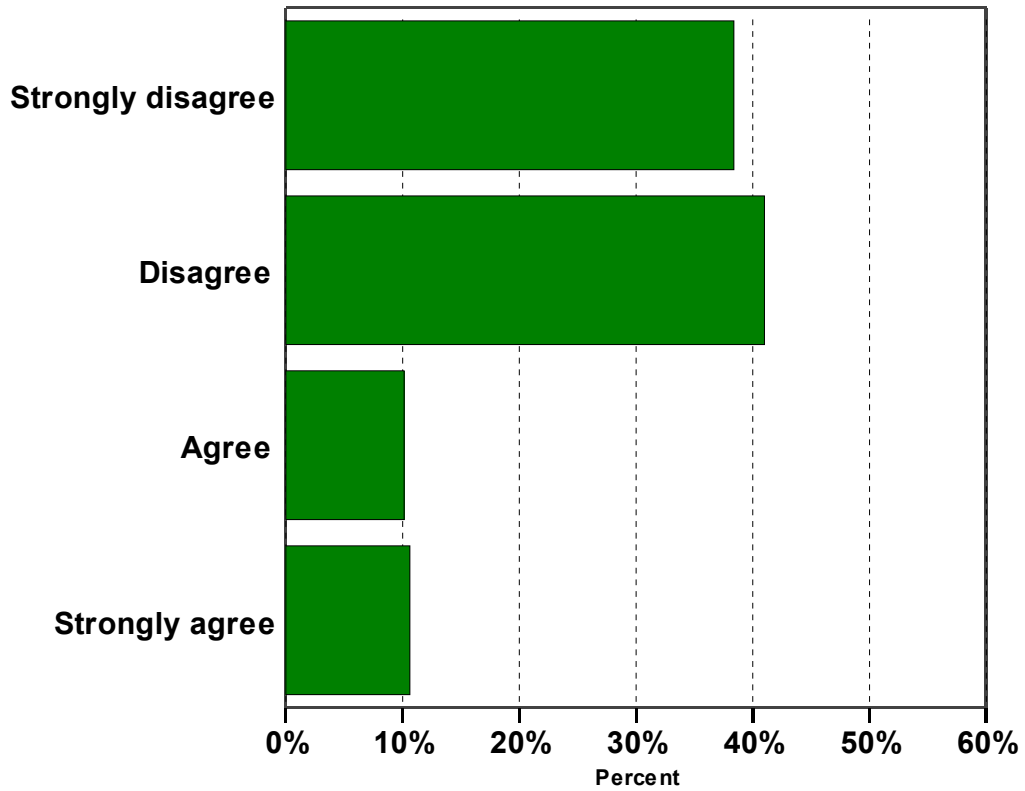
(n = 202)



**Figure 65**

**Solving this community's problems should be left to the local officials.**

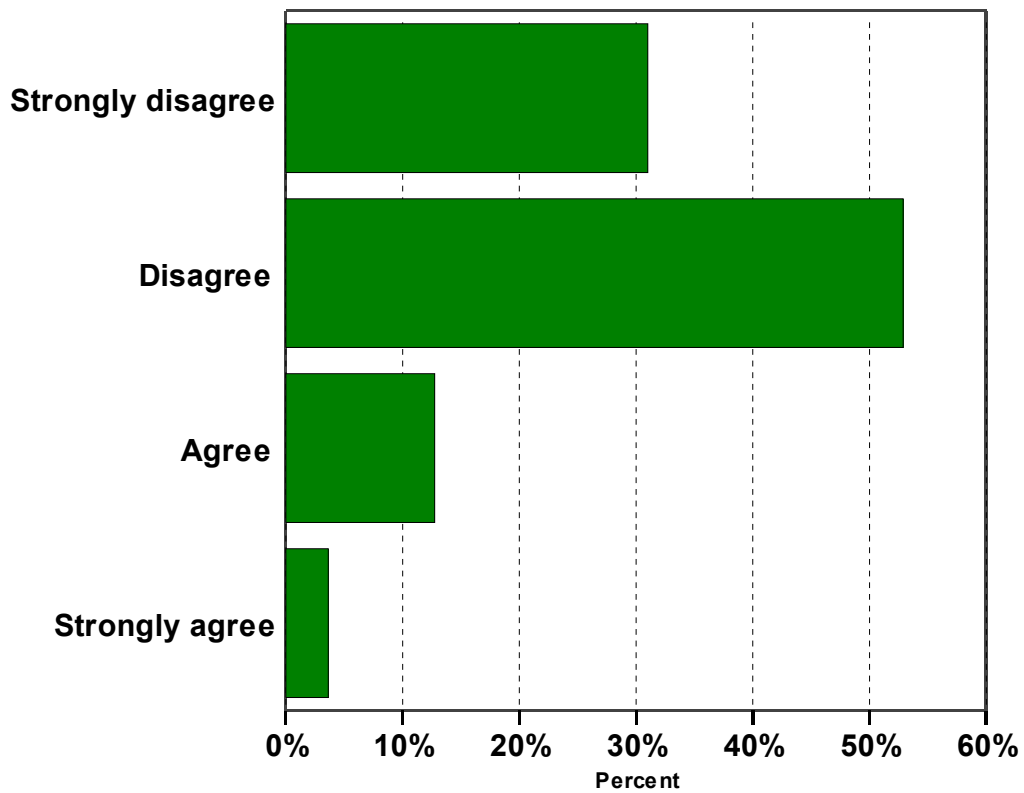
(n = 198)



**Figure 66**

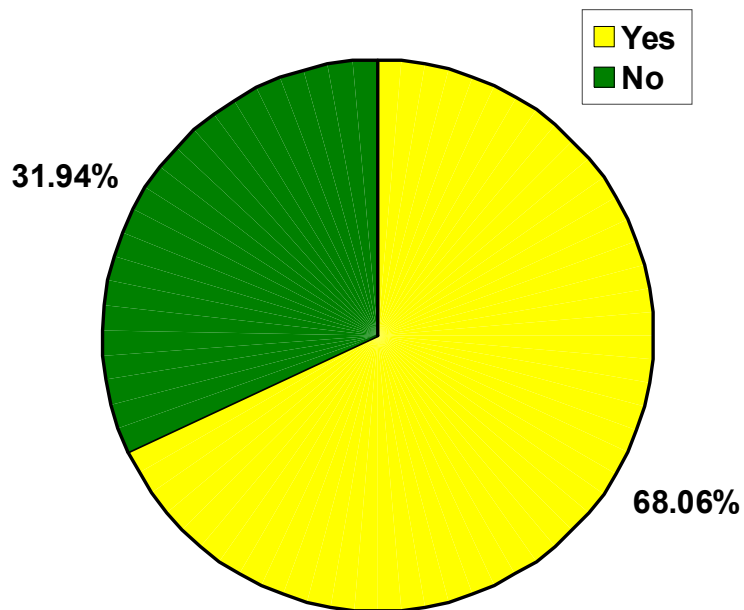
I have more important things to do than getting involved in community affairs.

(n = 197)



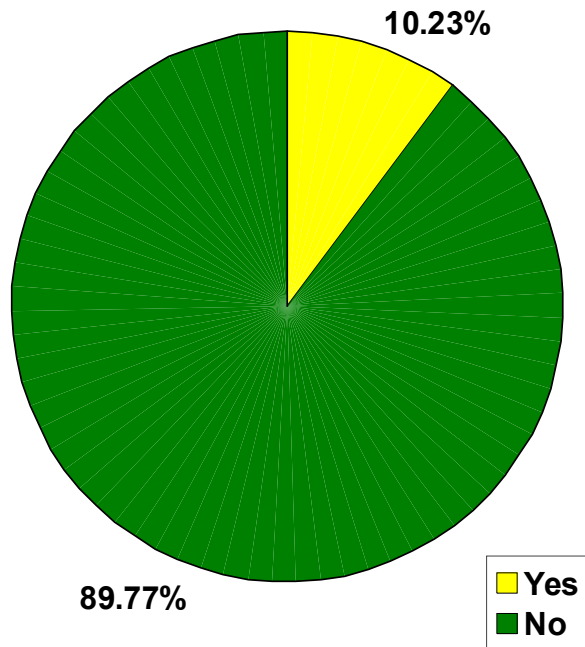
**Figure 67**

**Cinco de Mayo Festival:  
Attended during the past two years**  
(n = 191)



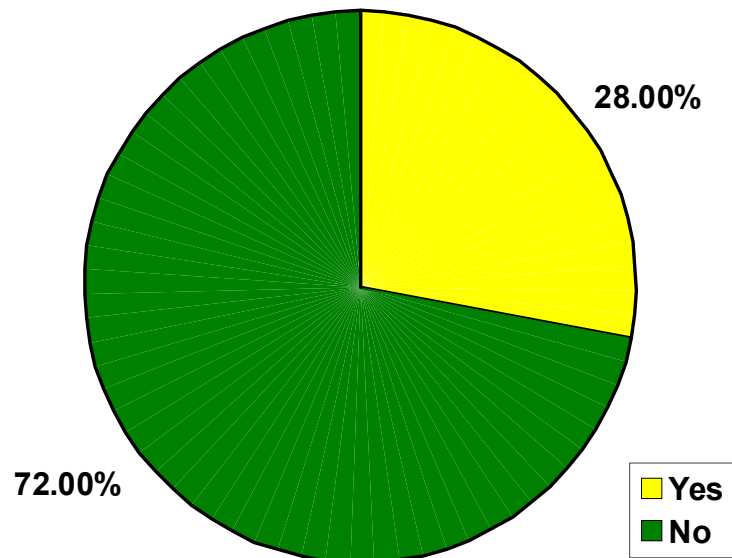
## Figure 68

Cinco de Mayo Festival:  
Organized and/or planned activities  
during the past two years  
(n = 176)



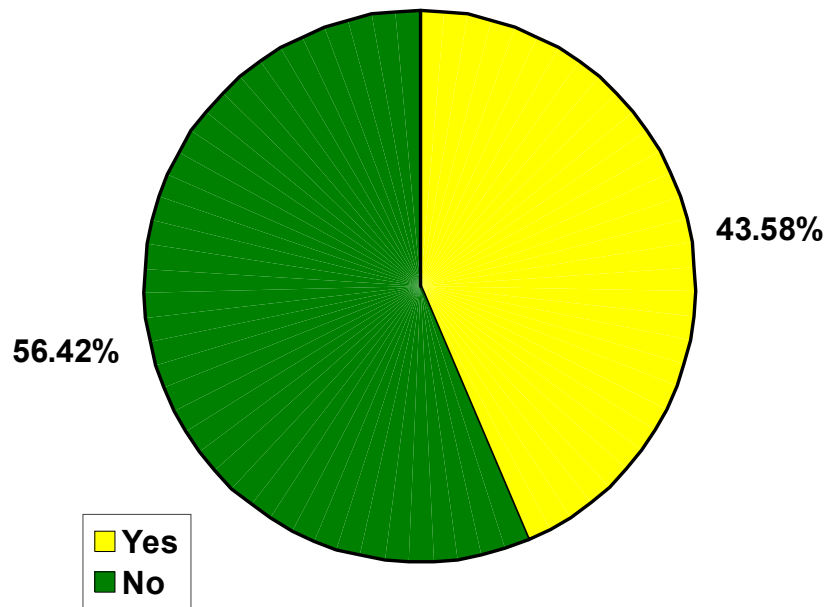
## Figure 69

Cinco de Mayo Festival:  
Volunteered time during the past two  
years  
(n = 175)



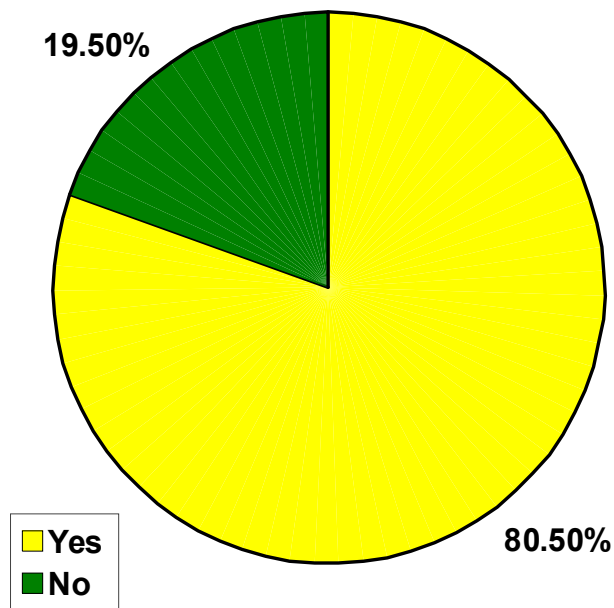
## Figure 70

Cinco de Mayo Festival:  
Donated goods and/or services  
during the past two years  
(n = 179)



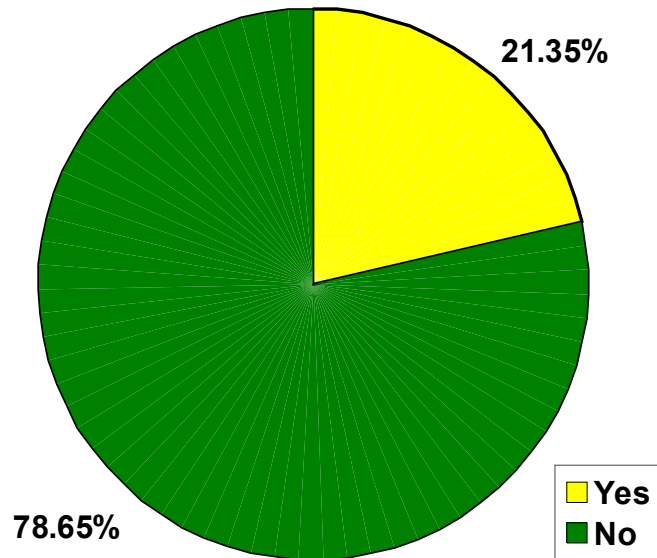
## Figure 71

July 4<sup>th</sup> Celebration:  
Attended during the past two years  
(n = 200)



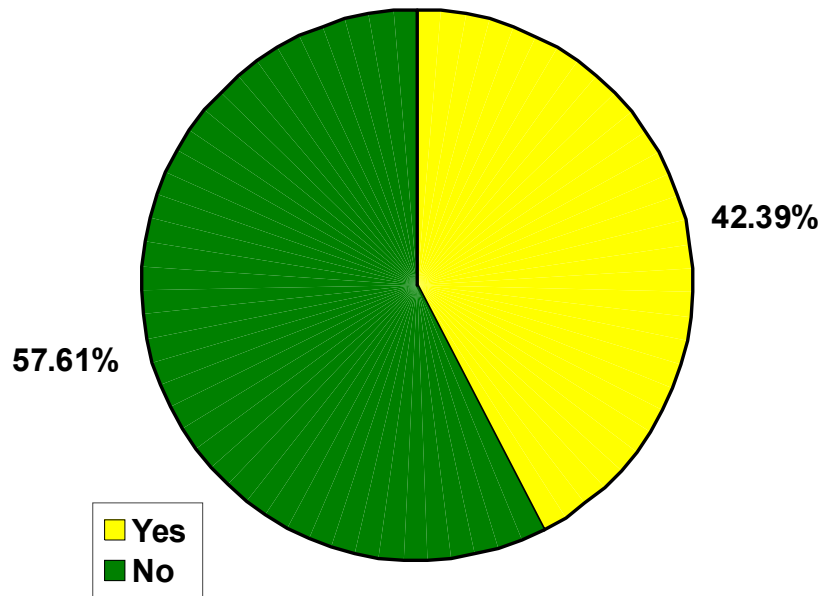
## Figure 72

July 4<sup>th</sup> Celebration:  
Organized and/or planned activities  
during the past two years  
(n = 178)



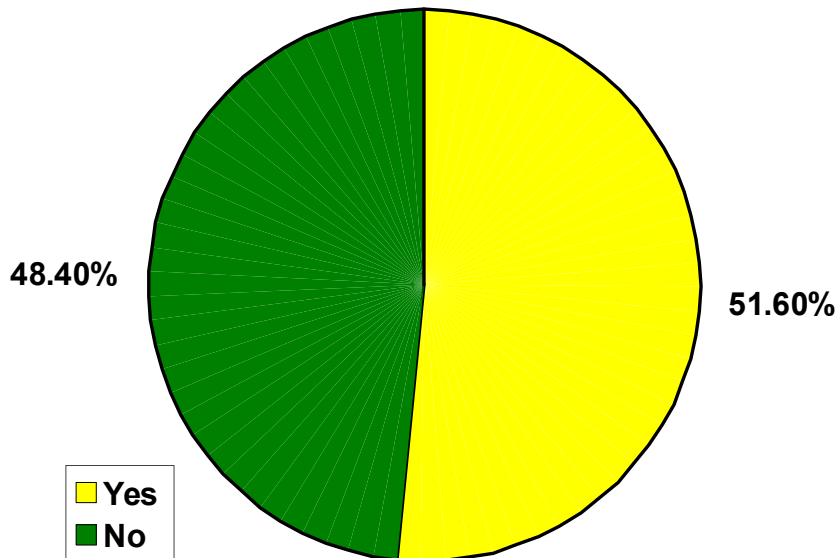
### Figure 73

July 4<sup>th</sup> Celebration:  
Volunteered time during the past two  
years  
(n = 184)



## Figure 74

July 4<sup>th</sup> Celebration:  
Donated goods and/or services  
during the past two years  
(n = 188)



## Section V

# Goods and Services

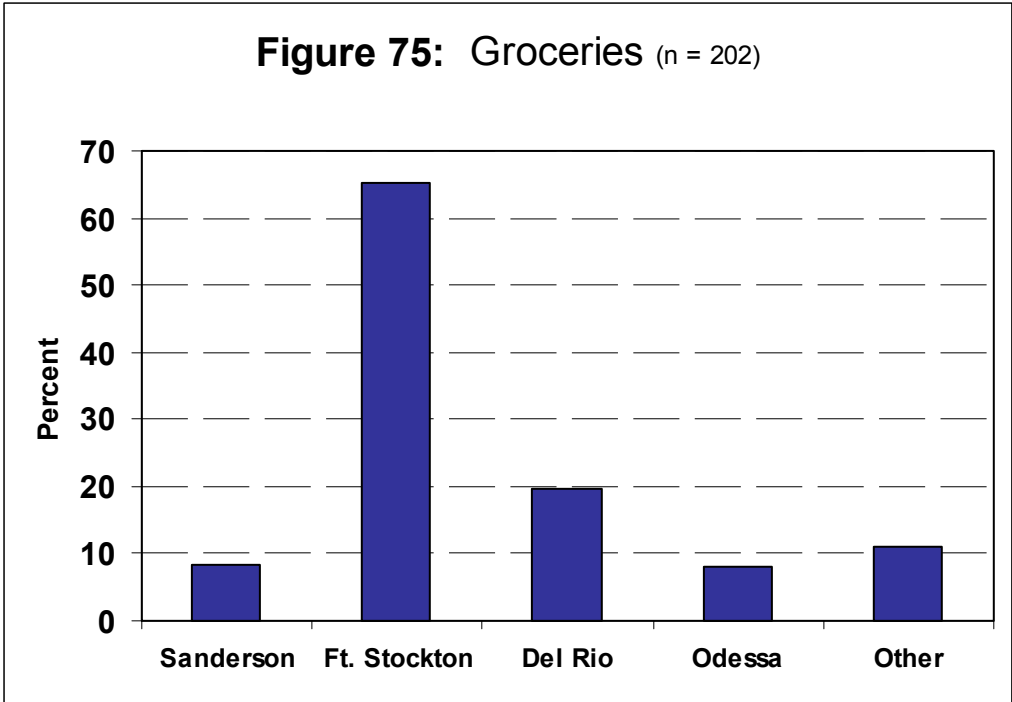
This section deals with the purchase and use of selected goods and services. Respondents were asked to indicate the name of the town or community where they (or members of their household) usually obtain certain types of goods and services. Included among the list of goods and services were the following 17 items:

- groceries
- health care
- dental care
- lumber and/or hardware supplies
- fast food
- banking services
- major appliances and/or home furnishings
- auto repair services
- movie theater
- religious services
- beautician or barber
- nightclub or bar
- prescription drugs
- clothing and/or shoes
- laundry and/or dry cleaning
- lawn and garden supplies
- video rentals (VHS or DVD)

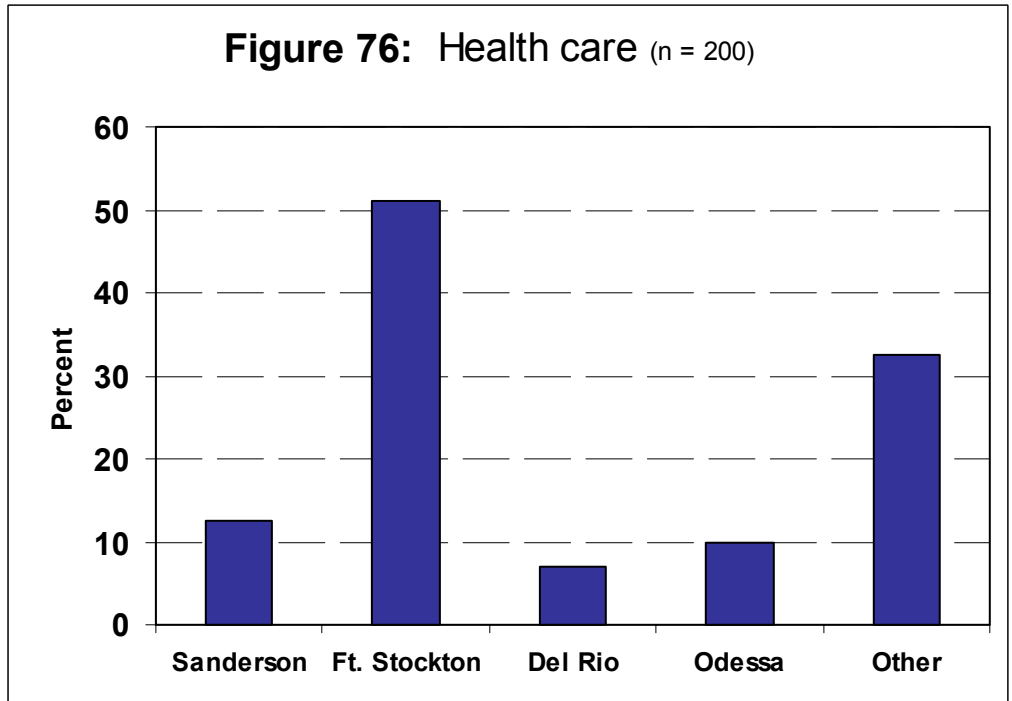
If respondents (or members of their household) do not use a particular type of good or service, they were asked to write “none” and go on to the next item. The results are summarized in Figures 75 through 91. Multiple responses were accepted. Therefore, the data reported in each figure total more than 100%.

NOTE: The “Other” category in Figures 75, 76, 77, 78, 79, 80, 81, 82, 84, 85, 87, 88, and 90 includes all towns or communities other than Sanderson, Ft. Stockton, Del Rio, and Odessa AND all of the “none” responses (i.e., “don’t go”/“don’t use”). In Figures 83, 86, 89, and 91, the “don’t go” or “don’t use” responses were separated from the “other” towns/communities. This was done to illustrate the relatively large percentage of individuals (more than 20%) who do not use that particular good or service.

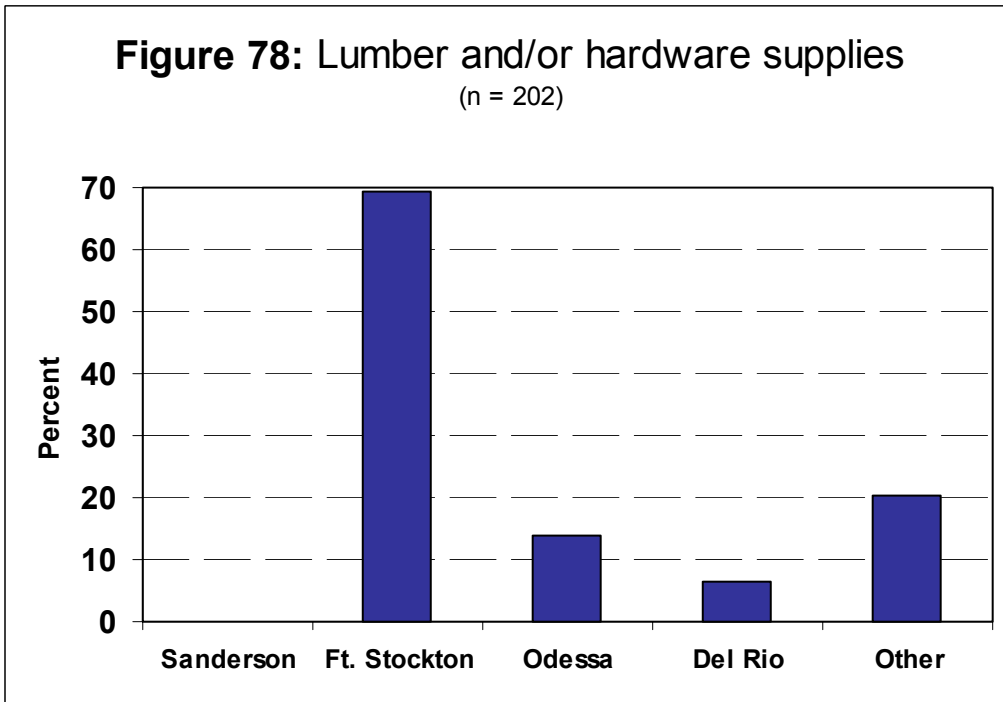
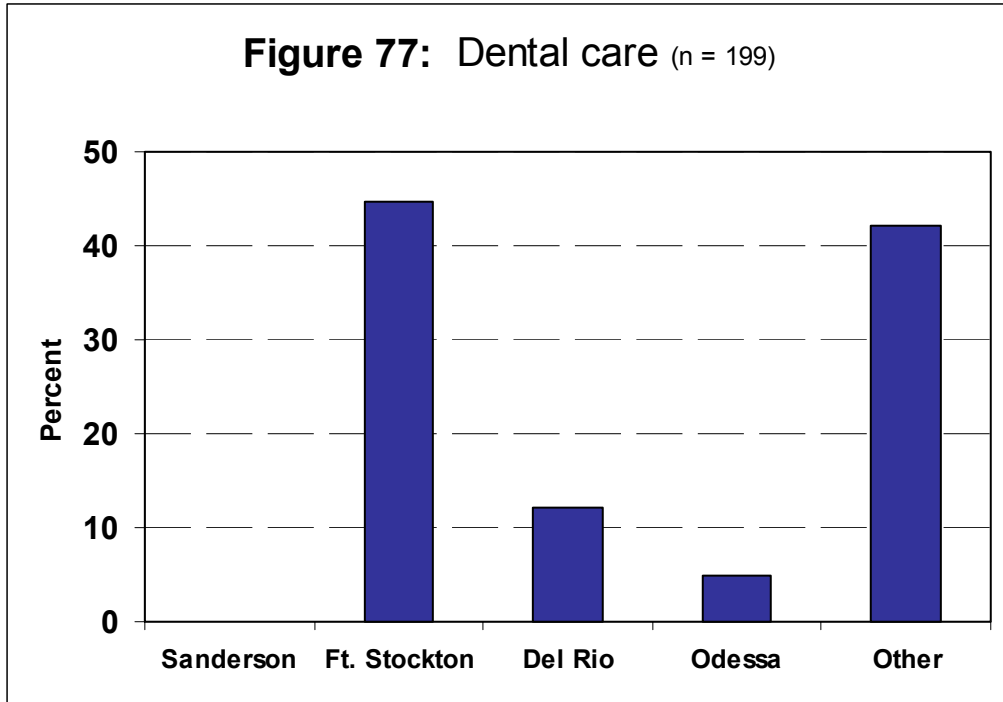
**Figure 75: Groceries** (n = 202)



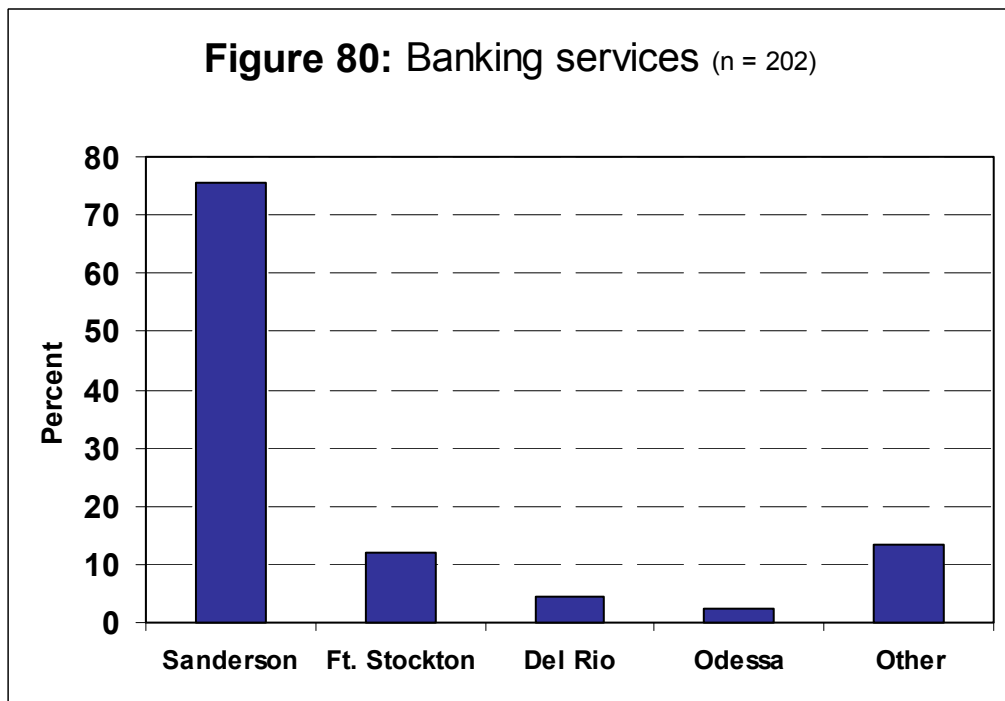
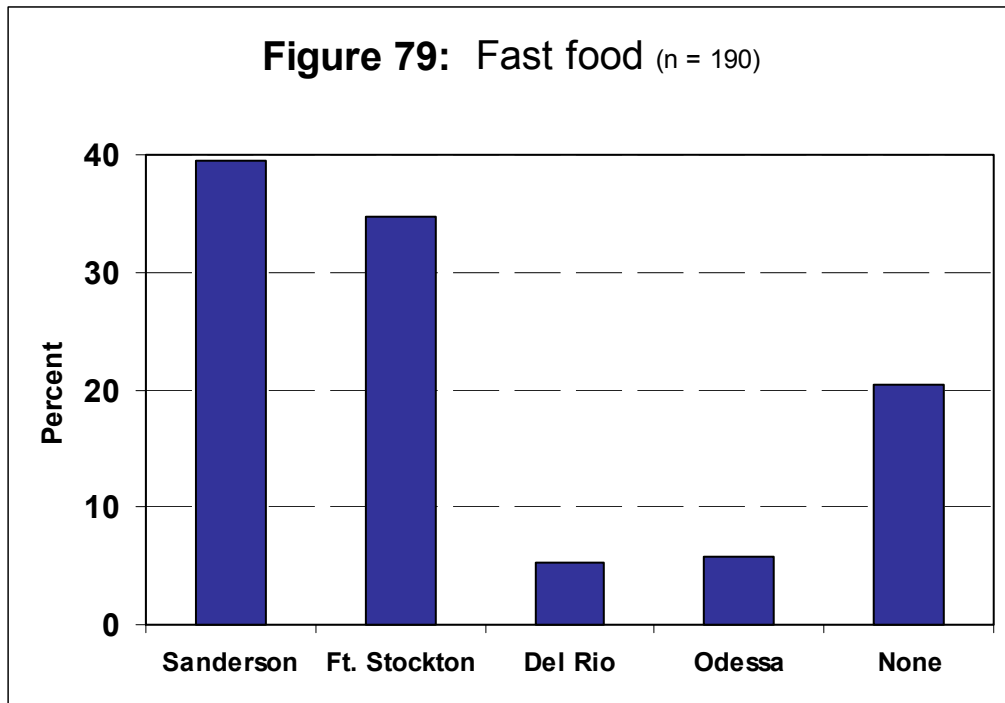
**Figure 76: Health care** (n = 200)



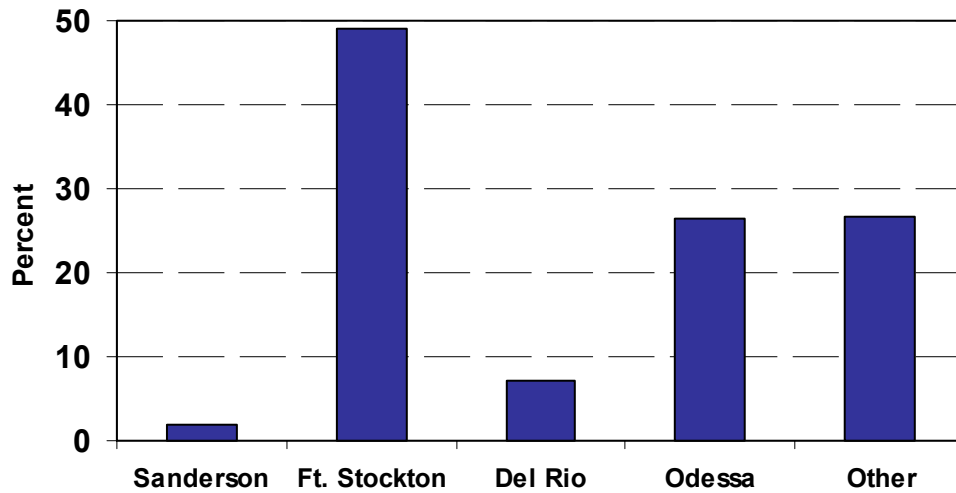
Sanderson, Texas: A Graphic Summary



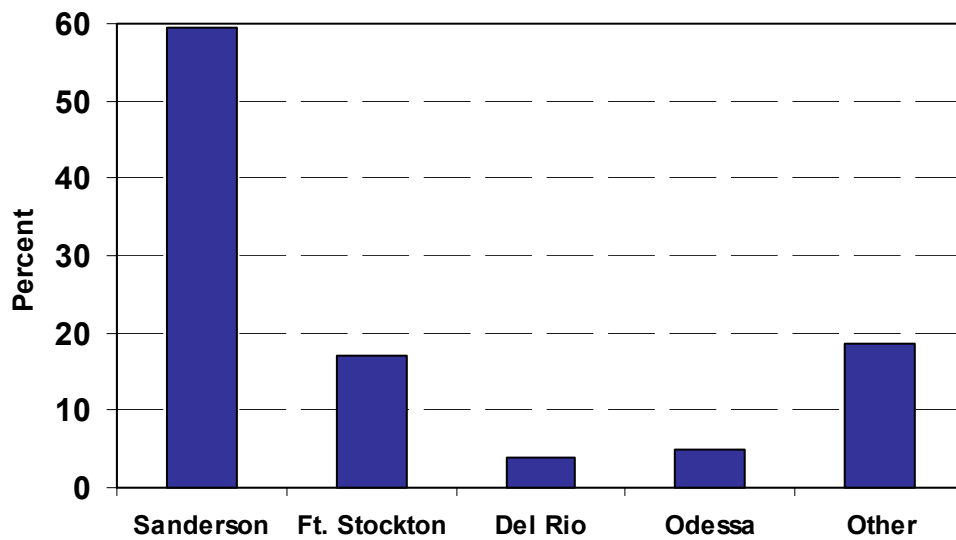
Sanderson, Texas: A Graphic Summary



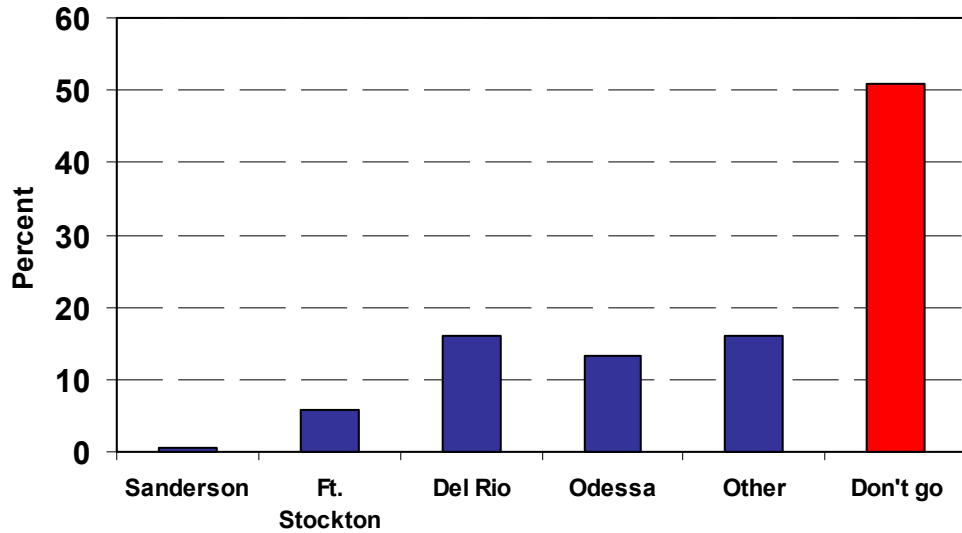
**Figure 81: Major appliances and/or home furnishings (n = 196)**



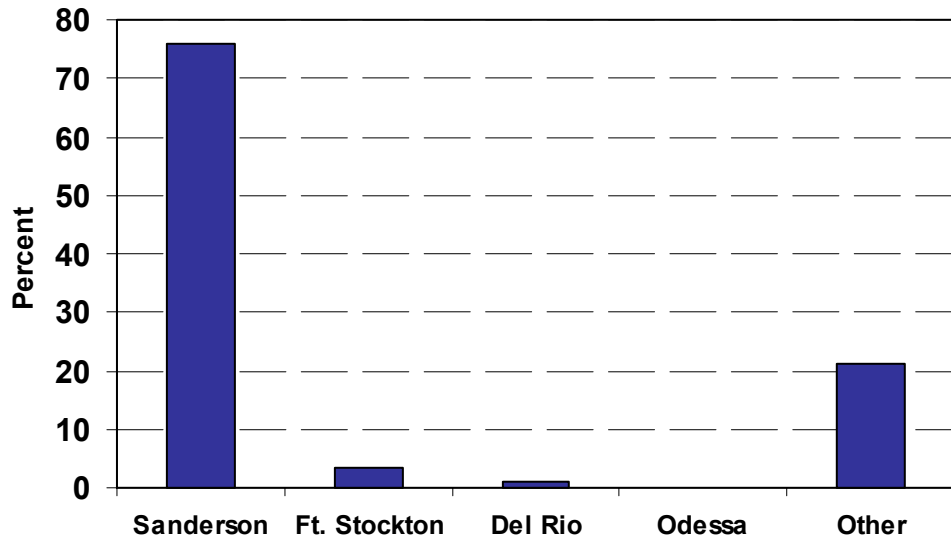
**Figure 82: Auto repair services (n = 200)**



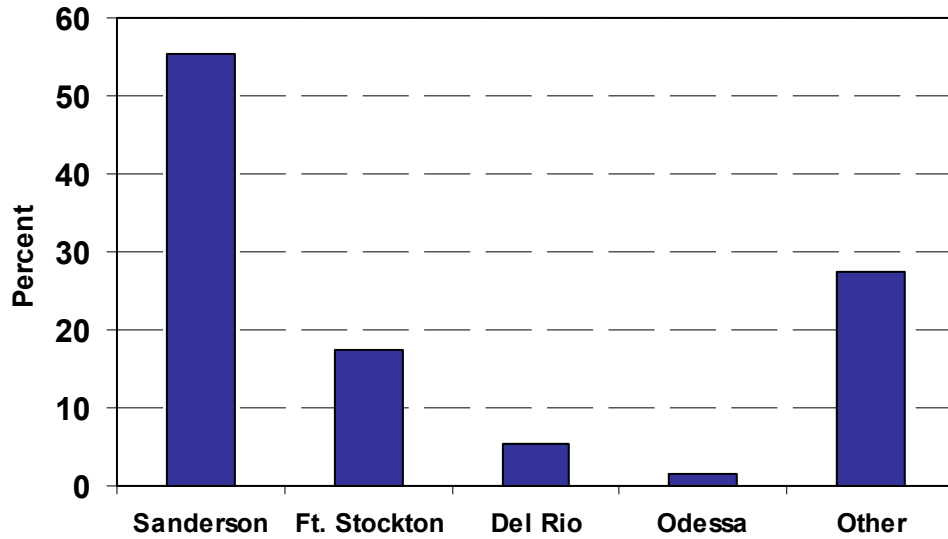
**Figure 83: Movie theater** (n = 187)



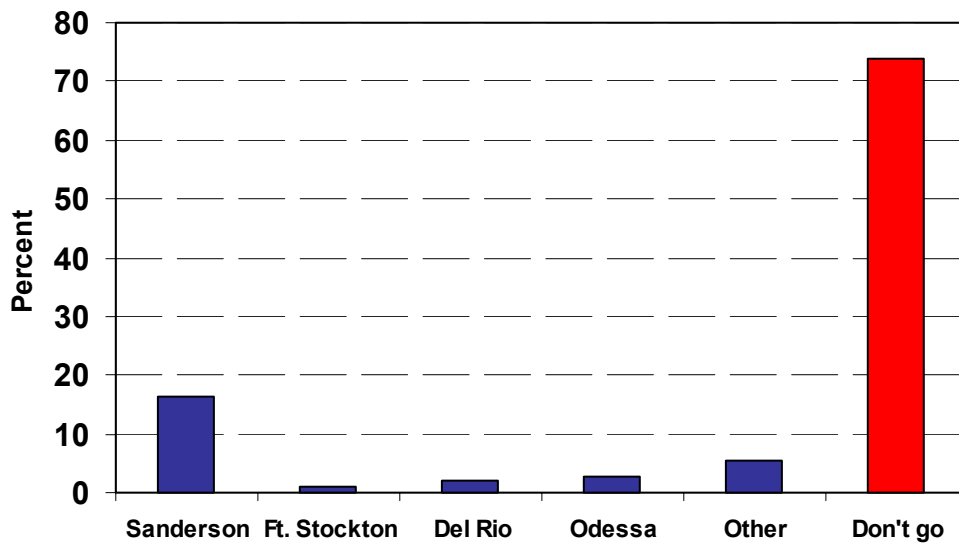
**Figure 84: Religious services** (n = 198)



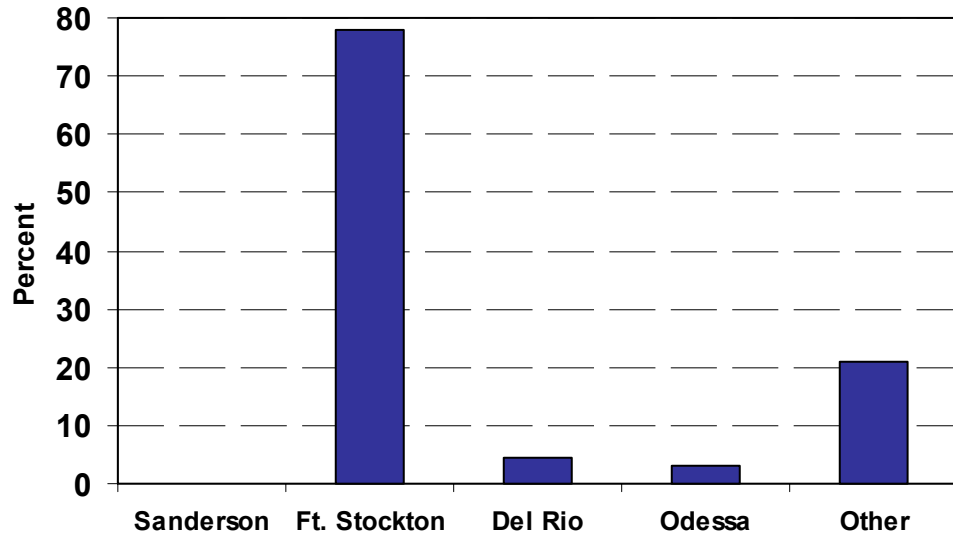
**Figure 85: Beautician or barber (n = 200)**



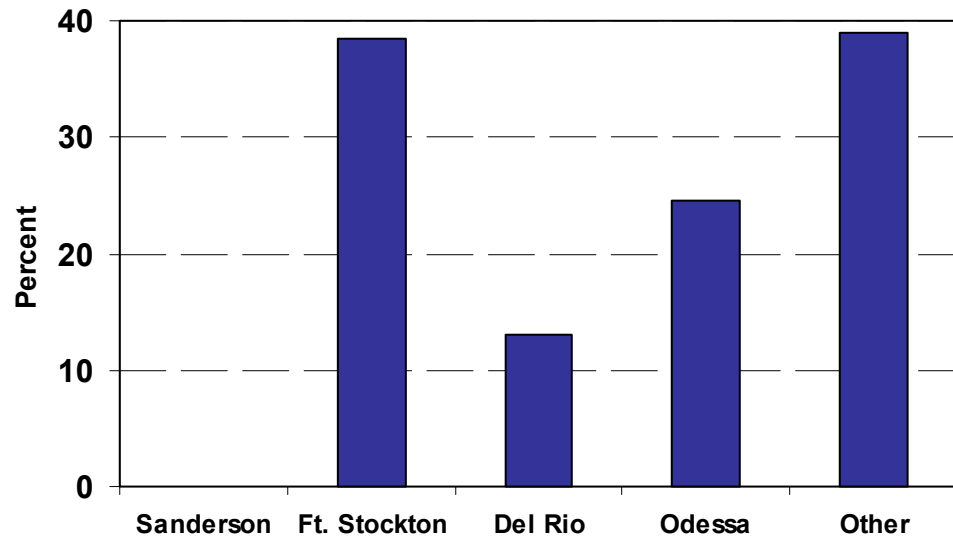
**Figure 86: Nightclub or bar (n = 183)**



**Figure 87: Prescription drugs** (n = 198)

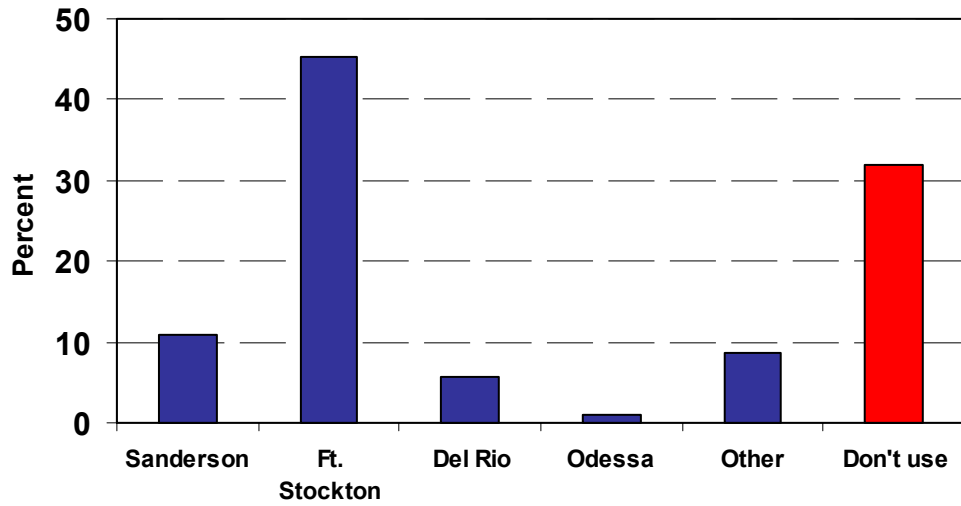


**Figure 88: Clothing and/or shoes** (n = 200)



**Figure 89: Laundry and/or dry cleaning**

(n = 194)



**Figure 90: Lawn and garden supplies** (n = 197)

