

THE WIZ QUIZ[®]

An Evaluation of

The Wiz Quiz

at Maplewood Park Place

by

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Introduction

This is a report of a study conducted to examine Maplewood residents' perceptions of The Wiz Quiz, a game-show like activity conducted on a bi-weekly basis at the residence for slightly more than one year with the goal of providing intellectual and social stimulation to foster cognitive maintenance and emotional well-being. The purpose of the study was threefold: to determine resident perceptions of any benefits derived from participation in the activity; to collect their sentiments toward the modifiable features of the activity, such as the complexity of the questions, the performance of the activity host, and the friendliness of the atmosphere; and to examine whether the modifiable features were contributing to the perceived benefits of the activity.

In brief, the findings indicate very favorable perceptions of the benefits of the activity, as well as the features designed to maximize those benefits. One hundred percent of the respondents indicated (i) that they enjoyed the social interaction during The Wiz Quiz, (ii) that they learn new things in the activity, (iii) that The Wiz Quiz host is good at what he does, and (iv) that Maplewood is a good place to live. In addition, the results also suggest ways to modify the activity in order to increase the benefits of The Wiz Quiz as perceived by those who participate in the activity. The purpose and results of this evaluation will be best understood in the context of the benefits to participants that are the target outcomes of the WQ activity, as well as the features that were incorporated in the original design to foster those benefits.

Target Outcomes and Design Features of The Wiz Quiz

WQ is a group activity that lasts about an hour, and engages multiple teams of from four to eight participants in responding to questions within a set time limit about carefully selected information in a friendly competition resembling a television quiz show. The activity is aimed at fostering five specific benefits: memory, comprehension/learning, attention, reasoning, and well-being.

Memory

A central goal of The Wiz Quiz is to maintain the memory performance of older adults, which constitutes the primary audience of the activity, and this is largely because age may be the single largest risk factor for the onset of dementia. According to statistics cited by Jacoby (2011), for every five-year period above the age of sixty-five, the prevalence of dementia doubles, starting at 10% of the population between the ages of 65 and 70. Consistent with this progression, according to The National Institute of Mental Health's report, "The Numbers Count: Mental Disorders in America" 2010, approximately 50% of Americans over the age of 85 suffer from Alzheimer's disease. While clearly sobering, these statistics do not condemn older adults to a fate of memory disorders that is pre-ordained. Rather, a growing corpus of research evidence and theory indicates that active steps can be taken to forestall the onset of the clinical symptoms of memory loss.

In her volume, *Total Memory Workout*, memory authority Dr. Cynthia Green (1999) refers to research that has determined that older adults who engage in mentally stimulating activities are less likely to develop memory disorders, and she recommends further in her *Facilitator Training Manual* (2011) that particularly beneficial are those activities that are “played against the clock”(p.13). A study by Verghese et al. (2003) is illustrative of the line of research concluding that activities requiring mental effort engender effects that are protective against the symptoms of dementia. Referring to this study, Coyle (2003, *New England Journal of Medicine*) explained “... persistent engagement by [older adults] in effortful mental activities may promote plastic changes in the brain that circumvent the pathology underlying the symptoms of dementia” (p. 2490).

This does not mean, as Restak (2009) points out, that effortful mental activities will prevent the formation of the neurofibrillary tangles and amyloid beta plaques found through autopsy in the brains of those who had suffered from Alzheimer’s Disease. Rather, Restak continues, by engaging in some sort of cognitive training we can increase our “cognitive reserve” (p.221) and postpone the onset of the symptoms of dementia. Very recently, Stine-Morrow and Basak (2011) conclude their excellent review of the research on the efficacy of cognitive interventions with older adults by observing, “Our literature review suggests that a high level of mental fitness is possible longer into the life span than is often believed, but that it may depend on the coordinated enhancement of physical fitness, *intellectual stimulation* (emphasis added), and strong social networks” (p. 165).

The Wiz Quiz questions are designed to require *effortful mental activity*. Moreover, the procedures of the activity require participants to play against the clock (a 30-second time limit for each question), which, again, Green (2011) suggests is particularly conducive to beneficial effects for cognition. Thus, The Wiz Quiz, according to key aspects of its design has the potential to help to stave off the symptoms of dementia.

Comprehension and Learning

Hirsch (1993) points out in the introduction to his *Dictionary of Cultural Literacy: Everything an American Needs to Know*, “People who already know a lot, tend to learn new things faster and more easily than people who do not know very much” (p. xii). This virtually self-evident maxim is at the heart of the goal of The Wiz Quiz to maintain and perhaps improve reading and listening comprehension by focusing participants’ attention on information designed to serve as effective anchorage for newly experienced spoken and written ideas. Moreover, the activity increases the likelihood that this information is effectively refreshed/learned through a mode of presentation that requires active responding by participants, as well as in an environment that is emotionally conducive to learning.

There is abundant research indicating that people have a stronger memory for the ideas and facts that they practice remembering, that is, intentionally retrieve from memory. (see Pavlik and Anderson, 2008) In addition, there is related research (see, Christopher and DeLosh, 2005.)

indicating that engagement of learners in a pattern of active questioning and responding, as opposed to passively listening, results in superior learning. The recurring testing format of The Wiz Quiz was thus chosen because it provides practice in the form that has the greatest likelihood of generating effective learning. In addition, as Goleman (1995) points out, learning is facilitated when the learner is relaxed and in a good mood, and The Wiz Quiz is conducted in an atmosphere of sociability in an effort to better stimulate the favorable emotions that are conducive to learning. As an aside, the friendly atmosphere is designed to contribute to achievement of another outcome, as well, which will be discussed in a later section on well-being.

While engaging participants in effortful attempts to retrieve information from their long term memories may maintain their general memory faculty, another objective of the WQ activity is to improve storage and retrieval of the specific information contained in the questions read by the host. The selection of these topics was guided by the finding, which is well established by empirical research (see Bransford, Barclay, and Franks, 1972), that understanding of new information is heavily influenced by what we already know. One reason for this phenomenon is the almost self-evident principle of learning that the easiest way to learn something new is to associate it with something we already know.

In one study that tested this theory, experimental volunteers read passages that were written either skillfully or poorly on topics that were either familiar or unfamiliar. The findings underscored the importance of prior background knowledge, in that the readers did not comprehend the expertly written passages any better than those that were poorly written, *unless* the topics were familiar to them. The importance of prior knowledge was also concluded from a study that compared the comprehension of average readers who were baseball enthusiasts to the comprehension of expert readers with limited knowledge of baseball. The expert readers outperformed those with average skills on most passages, *unless* the topic was baseball. Under those conditions, the aficionados of America's Pastime were able to yoke newly encountered information to knowledge that was already secure in memory, and this resulted in performance that was superior both to that of the better readers, as well as to themselves when reading about non-baseball topics.

A goal of The Wiz Quiz is to refresh the information that promises to make participants a bit like baseball fans when they are reading about baseball. Most Wiz Quiz questions intentionally focus on the exact information that has a high likelihood of functioning as prior knowledge that is useful for comprehension in American society, that is, the broadly shared background knowledge that is often assumed in American society by speakers and writers. A methodical sifting process by Hirsch, Kett, and Trefil (2002) has identified those topics that are most usefully deployed by readers and listeners as anchors for newly presented information from either writers or speakers. By improving the accessibility of these anchor topics in long term memory, participation in The Wiz Quiz has the potential to facilitate learning of newly encountered incoming information, because the new ideas can more readily be linked to ideas that are known already. In addition, because information is stored in memory in networks of

related facts referred to as schemas, the process of refreshing access to a single item of information in a schema tends to improve

accessibility to the other pieces of information comprised by that network. (see McVee, Dunsmore, and Gavelek 2005)

Sharpened Attention

People may wrongly blame a mental lapse on forgetfulness, when the actual culprit is inattention. An example is when we can't find our car in a large parking lot, because we failed to take note of its location when we parked it. Another is the bag of groceries "forgotten" on the roof of the car, because of the cell phone call that was in-coming just as we were unlocking the door of our vehicle.

Information cannot be effectively stored in long term memory for later retrieval unless it is attended to in the first place. Increased distractibility is a known consequence of natural aging, and, when our minds wander, critical information will be processed superficially, and its later retrieval will be compromised. If, however, we counter this tendency by intentionally mustering our attention at the time of initial processing, it can lead to more successful accessing of information when we need it later.

The Wiz Quiz provides participants with repeated practice paying close attention to what they hear, and that exercise is designed to be even more challenging—and beneficial—by the need to attend to the multiple clues contained in most questions. Participants in The Wiz Quiz sometimes comment about the length and complexity of questions, but this feature is specifically designed to build the attention muscle, and bring about an increased effort to focus attention more vigilantly while processing information during the routine encounters of daily living.

The procedures of The Wiz Quiz include two mechanisms that magnify the opportunities to practice attending. One of these is the 30-second time limit for answering questions; unlike solving crossword puzzles, which do not have a time limit and permit shifting of attention elsewhere, The Wiz Quiz requires participants to stay focused on answering the question at hand.

A second mechanism subtly encourages participants to focus closely on every single question that is read, rather than only when it is their team's turn to answer. According to this procedure, each team is issued a tablet of paper and a pencil, and they are encouraged to write down the answers to all questions when it is not their turn. If the turn team fails to answer their question within the time limit (30 seconds), the hosts checks the tablets of the other teams, and if they have recorded the correct answer, a bonus of five points is added to their score. Perhaps more critical to the competition among teams, if not a single person on any team records the correct answer when the turn-team is stuck, then the question is judged to be too difficult, and a new question is read to the turn team, thus affording them the chance to score a higher number of points for that round. As an aside, the Tablet system also tends to limit instances of participants

answering out of turn by giving non-turn team participants a vehicle (written rather than verbal) for expressing their answers.

Reasoning Practice

Research by Salthouse (2009) indicates that the reasoning ability of adults with normal health may begin to decline as early as 20 years of age. There are different kinds of reasoning ability, but in general they all require combining multiple pieces of information—connecting the dots—in order to arrive at correct conclusions, solutions or answers. Without effortful attempts to maintain this faculty, it tends to decline with age.

Many of The Wiz Quiz questions call for participants to reason or problem-solve by combining multiple clues in order to figure out correct answers. This is illustrated by the following item about idioms:

What is the Spanish word that expresses a sentiment or action akin to “kicking the can down the road”, as in “That’s not solving the budget crisis; it’s just kicking the can down the road.”

An accurate response to this question requires, first, identifying postponement or procrastination as the essence of the “kicking the can” idiom, which can be inferred from the “budget crisis” clause, and then using that partial result as a bridge to the correct answer “manana”, which is also an idiom associated with procrastination.

Another example of how many of The Wiz Quiz questions provide an opportunity to practice the skill of reasoning is the following one from the category of Life Sciences.

What is the fossilized resin whose name in patriotic song describes America’s grain?

While it is entirely possible to answer correctly based on the paired associate knowledge that amber is the name for fossilized resin, a team’s chances of answering correctly are increased if they add the “amber waves of grain” clue from the well-known song, *America*. As with the opportunity to practice paying attention described previously, the beneficial effect of systematic practice on many varieties of skill is well documented (see Pavlik and Anderson, 2008), and, thus, the opportunity for Wiz Quiz participants to repeatedly use their reasoning operations may contribute to maintenance of this faculty.

Well-Being

According to research in the field of aging, older adults do better cognitively and, not surprisingly, physically, if they are able to maintain a reasonably strong sense of well-being, the

term professionals in the positive psychology field use for the notion of happiness. There are two specific features of The Wiz Quiz that are designed to contribute to a sense of well-being. The first of these is socializing. Studies as distant as China (Xiao, 2003) and as close as the United States (Weismann, 2008) found that engagement in regular social activities was conducive to the well-being of older adults. Rossen (2007) found that the well-being of older adults in congregate living is inversely proportional to feelings of isolation. Krueger et al. (2009) used linear regression to isolate a relationship between social support/social activity and cognitive functioning.

The Wiz Quiz promotes socializing in multiple ways. As a group activity, it can draw a sizeable number of people to the activity venue for chatting before and following the session. Second, during the activity, participants confer with, congratulate and encourage one another, sometimes linking arms for a heightened sense of kinship at critical moments in the competition. There also is frequent banter among teams, and there is an abundance of give and take between participants and the host, who strives to maintain a consistent atmosphere of good cheer. (As an aside, there is also evidence, which will be reported later, that The Wiz Quiz activity generates important social connections outside the activity session, itself.)

Beyond the contributions of social contact to well-being, there is also evidence from Dahua (2004), Guedea (2007), and Seipke (2008) that the well-being of older adults is increased if their lives include a number of reasonable challenges. The notion of reasonable challenge, that is, challenge that is approximately equal to the ability of the individual and thus neither overwhelming nor boredom-inducing, is one of the hallmarks of the types of activities identified by Csikszentmihalyi's (1990) research as generating the greatest enjoyment or *Flow* for the individual.

Multiple features of The Wiz Quiz are designed to pose appropriate challenge to its participants. There is the challenge of teams at approximately equal knowledge levels competing against one another. In a sense, even within teams there is a form of competition as each member strives to be the first to answer. There is also the challenge of the questions, which are intentionally crafted to be rather difficult. An additional challenge comes in the form of the 30-second time limit for answering, one point deducted from the team's score for every second that ticks off the host's stop watch.

The Wiz Quiz also includes mechanisms for lessening challenge when the need is apparent, so that it is at a level that does not overwhelm. Although working against the clock does constitute a challenge, the generous time limit is much more suited to the processing speed of older adults than the instantaneous response time of contestants on, say, television's Jeopardy. Challenge is also adjusted by the mode of questioning. In the initial phase of question presentation, items are presented in a recall mode, requiring that participants generate a response without any prompts beyond the stem of the item, like the questions about manana and amber, seen previously. If, however, a team is unable to answer correctly after 30 seconds, phase two of questioning takes place, and in addition to repetition of the original question, it includes the

presentation of four choices for the correct answer, and this converts the task from recall to one of recognition, which is less difficult. One final method of calibrating the challenge of the activity so that it is at an appropriate level is the use of the tablet system that was described previously. Again, if none of the teams records the correct answer for an item, it is discarded because it is too difficult, and the turn team receives a fresh question, assumed to pose a more appropriate level of challenge.

Again, these five benefits are the targets outcomes of the activity, and the design features are those that were chosen because of their theoretical potential to foster achievement of those outcomes. The principal purpose of this evaluation was to determine participants' perceptions of whether these outcomes were achieved and, if they were, whether the features of the activity were instrumental to those results.

Data Collection

Data were collected via a questionnaire administered at the conclusion of The Wiz Quiz session conducted on March 15, 2011. The questionnaire, which appears as Appendix A of this report, began with several items pertaining to gender, education level, and frequency of participation, and it concluded with four fill-in items eliciting resident perceptions of any unique benefits as well as their suggestions of ways to improve the activity. The bulk of the instrument comprised 30 statements about the features of the activity or its perceived benefits.

Residents indicated their agreement or disagreement with each statement by selecting one of the options from a six-point Likert scale that included the choices Strongly Agree, Agree, Mildly Agree, Mildly Disagree, Disagree, and Strongly Disagree. In order to minimize a phenomenon known as *response set*, ten of the items were negatively worded (e.g. "The competition is stressful." "The host is a little too serious.") In order to quantify responses for statistical analysis, the response choices were assigned the values one to six, six corresponding to Strongly Agree and one corresponding to a response of Strongly Disagree.

The items focusing on the modifiable features of The Wiz Quiz were in four categories. A Question category included three items, one each related to the length, difficulty, and complexity of the questions read by the activity host. A Social Atmosphere category comprised four items (e.g. "The atmosphere is friendly." and "Participants are sometimes discourteous.") A third category focused on Behaviors of the Host, and it included four items (e.g. "The host elaborates on questions with interesting information." and "I have a hard time hearing the questions."). A fourth category of "feature" item included seven items pertaining to the Rules and Procedures of the activity (e.g. "The tablet system helps me pay attention to every question." and "I wish the composition of teams would change more often.") Again, if responses to any of these items reflected unfavorable sentiments and/or if the analyses indicated that they were adversely related to the perceived benefits of the activity, then one or more of the modifiable features would be subject to change.

In contrast to items focused on the foregoing design features, the questionnaire included nine outcome items devoted to the Perceived Benefits of The Wiz Quiz. Examples were “The Wiz Quiz helps my memory.” “I learn new things at The Wiz Quiz sessions.” “I look forward to sessions of The Wiz Quiz.” and “The Wiz Quiz is a plus for Maplewood.” In order generate a reliable measure of the Perceived Benefits of the activity, each respondent’s expressed sentiments for these items were averaged to form a single value to be used in statistical analysis. One of the items, “I wish more of my friends would attend The Wiz Quiz” demonstrated uniformly low statistical correlations with the other eight Perceived Benefits items, and it was excluded from the calculation of this average value. The calculated reliability of this eight-item sub-scale was a very respectable Chronbach’s Alpha of .84, indicating that if these eight items were administered at some future time, respondents could be expected to obtain a very similar score. Two additional items elicited opinions regarding whether Maplewood is a good place to live and whether the respondents would recommend Maplewood to others. These were included in an attempt to determine whether sentiments about the Perceived Benefits of The Wiz Quiz were linked to feelings about the residence.

Respondents

Twenty-eight of the residents who completed the questionnaire identified themselves as participating members of a team during The Wiz Quiz activity. Several members of the audience also completed the survey, but their number was too small to be meaningful and they are not reported here. Twenty-six of the respondents classified their attendance at Wiz Quiz sessions as “Rarely Miss”, one selected “often” and one indicated “Occasionally”. Respondents reported the following as highest educational level: two high school graduates, one with one year of college, one with a business school degree, 13 with bachelor’s degrees, six with master’s degrees, one had completed doctoral studies except the dissertation, one has a law degree, two have a PhD, and one is an MD. Nine of the respondents were male and 19 were female.

Analysis

Descriptive Statistics

One type of analysis simply calculated the average response for each questionnaire item across all respondents, as well as the percentages of respondents who agreed or disagreed with each statement. Inspection of these statistics might identify game features that either should be maintained in their present form or modified in some manner in order enhance the quality of the game. For example, 96% of the respondents—all but one—responded between mildly and strongly agree to the statement, “I enjoy being on a team even if I don’t answer a question.” This finding might be used to encourage audience members to engage more directly in the activity by participating as team members. As another example, 86% mildly to strongly *disagreed* with the statement, “The competition is stressful.” This finding argues for continuing the team-competition format.

Multiple Regression

A second type of analysis was used to determine the relationships between perceptions of the modifiable features of the activity (Host, Atmosphere, Questions, and Procedures/Rules) and the Perceived Benefits of the activity as summarized by the eight-item Perceived Benefits sub-scale. These relationships were examined with a statistical procedure called multiple regression. In contrast to simple correlation, regression has the advantage of examining more than one feature variable at the same time. For example, the relationships of length, difficulty, and complexity of questions to Perceived Benefits could all be considered simultaneously. This avoids making duplicate—and misleading—use of the variation in the Perceived Benefits outcome variable. Another advantage of this procedure is that it pits the variables against one another in a competition to determine which one(s) best explain variation in the Perceived Benefits score.

The regression procedure reveals whether the modifiable features and Perceived Benefits variables share a relationship that is either strong and positive, strong and negative, or weak. A relationship that is strong and positive suggests that a feature is contributing to the respondents' perception of the benefits derived from participating in The Wiz Quiz, and this argues in favor of maintaining a feature as it is currently implemented. A strong and negative relationship indicates that a feature may be detracting from perceptions that the activity is beneficial, and it means that consideration should be given to abandoning the feature or modifying it.

A weak relationship between a design feature and Perceived Benefits indicates that it apparently is not influencing sentiments related to the target outcomes of the activity. In instances of findings such as this, it is necessary to base modification decisions on (1) the rationale for initially including the feature in the original design of the activity, and (2) respondent sentiments—either positive or negative—toward the feature as reflected by the descriptive statistics. For example, the regression procedure might generate a finding indicating a weak relationship between Perceived Benefits and respondent enjoyment of the complexity of the questions read by the host. There is a strong theoretical rationale for including questions that are relatively complex, because that feature gives practice in paying attention and in reasoning, two skills that are known to decline naturally with age. If, however, the descriptive statistics indicated a preponderant respondent sentiment that they were *not* enjoying the complexity of the questions, that would be a basis for considering the use of questions with a less complicated format.

Results

A table displaying descriptive statistics for all questionnaire items appears as Appendix B. of this report. In addition, for all items pertaining to modifiable features, there is an indication of where the findings suggest no future action beyond maintaining the feature in its present form or, alternatively, where a course of action is indicated as well as the nature of the action. In the narrative that follows, numerical values are presented in some cases, and recall those are based on assignment of the value six to a response of Strongly Agree descending to the value one assigned to a response of Strongly Disagree. Along with the descriptive statistics, results of the

regression analyses are discussed, which, again, reveal the relative importance of the modifiable features, as well as their combined relationship to Perceived Benefits.

Perceptions of Maplewood

The items that drew the most favorable sentiments were the two related to perceptions of the Maplewood residence, “Maplewood is a good place to live.” and “I would recommend Maplewood to others.” One hundred percent of the respondents either agreed or strongly agreed with both of these statements, and to the extent that the Maplewood staff considers regular Wiz Quiz participants as representative of the larger residence population, this finding speaks very favorably of resident satisfaction with the services, staff, neighbors, facilities, and other offerings. It also suggests that if the Maplewood staff ever needs to recruit the testimonials of satisfied residents, a good place to find them is among those who participate in The Wiz Quiz. This suggests that the activity can benefit not only the residents who participate, but also the ownership/management of the facility.

The primary purpose for including these two items was to test whether there is a relationship between respondent sentiments regarding the Perceived Benefits derived from Wiz Quiz participation and their sentiments toward the Maplewood residence. As a cautionary prelude, it should be noted that in order for such relationships to be detected, it is first necessary that there be reasonable variation among respondents pertaining to the two sets of data being correlated, i.e. Perceived Benefits and sentiments about Maplewood. In this case, such variation was virtually lacking, because the residents expressed such uniformly positive sentiments; the two Maplewood items had the two smallest standard deviations of all items included in the questionnaire. Thus, if a relationship does exist, it would not be detectable in data from a sample expressing such uniformly positive sentiments about Maplewood.

Although a variety of analyses did not find a statistically significant relationship between sentiments toward The Wiz Quiz and Maplewood, respondents’ unanimous expression of satisfaction with the facility may also reflect favorably on The Wiz Quiz. This stems from the timing of when the questionnaire was administered, and also from recent findings in the research literature related to the thought processes that contribute to “judgments” of life satisfaction.

Seligman (2011), a leader in the field of positive psychology, asserts that when people are asked to make a considered judgment regarding satisfaction with their lives in general, as well as major components of their lives, such as their residence, 30% of their response depends on a methodical, intentional review of the target of their judgment. The remaining 70%—the bulk of the decision making process—stems largely from their mood at the moment their sentiment is elicited.

The favorable expressions of sentiments about Maplewood certainly reflect favorably on the facility, but Seligman’s 70/30 ratio suggests also that at the moment respondents were

completing their questionnaires—immediately following a session of The Wiz Quiz—they were in a good mood. Although it cannot be argued with certainty that participation in the activity was responsible for the elevated spirits—they could have been in a good mood at the start of the activity or in the hours before when they were anticipating the session (96% indicated that they look forward to sessions of The Wiz Quiz)—it does demonstrate that participation either enhanced or at least did nothing to disrupt the positive states of mind.

Perceived Benefits

Respondents as a group expressed a number of very strong favorable sentiments about the Perceived Benefits derived from participation in The Wiz Quiz. The aggregated responses indicated no negative sentiments. Examination of the descriptive statistics in section E of the table in Appendix B. reveals that the respondents felt that The Wiz Quiz is directly responsible for a number of desirable outcomes. They felt most strongly that they learn new things from the sessions (Average response 5.4 out of 6.0), that the program is a plus for Maplewood (also an average of 5.4), that they benefit from the sessions (5.3), that they look forward to the sessions (5.2), and that they feel they have accomplished something when they have answered a question during the activity (5.1).

Responses to the survey fill-in item devoted to perceived benefits from The Wiz Quiz included the following entries: “stimulating and challenging”, “If a subject is brought up during a game, I feel like learning more about it—feel encouraged to do research,” “stimulating to be among so many intelligent people.” “Broadens memory and revives knowledge.” “I have fun.”

It needs to be acknowledged that these data reflect the respondents’ *subjective perceptions* of benefits, rather than benefits more objectively measured by an instrument with proven validity and reliability. That noted, there is evidence from the research literature (see Stine-Morrow and Basak, 2011, for a review) indicating that respondent attitudes can play a crucial role in physical and cognitive health. More specifically, research on the self-efficacy of older adults indicates that if older adults feel they have a reasonable likelihood of succeeding at an undertaking, or, as in this case, if they sense they are benefitting from an activity, they will put forth greater effort in order to maximize their success and benefit. Thus, if nothing else, the favorable findings related to Perceived Benefits portend participants’ sustained and effortful engagement with The Wiz Quiz and other potentially beneficial activities.

The sections that follow report respondent sentiments toward the modifiable features of the activity, as well as examine their possible roles in fostering Perceived Benefits.

The Host of The Wiz Quiz

Section A of Appendix B. contains the descriptive statistics for the survey items that focused on the performance of The Wiz Quiz host. These data reflect a strong consensus of approval among respondents. There was virtual unanimity that the host is neither too serious, nor

disrespectful to participants. The respondents, on average, agree that he elaborates on questions with interesting information—a mean response value of 5.1, and this suggests that he is advancing the key target outcomes of the activity.

It should be noted that there was some agreement (41% responding mildly to strongly agree) among participants that they had difficulty hearing the questions, and this indicates a need to explore ways to improve audibility, perhaps through improvements in the sound system, the articulation by the host, or the positioning of the host and participants in relation to each other. To sum up the host's performance, the average response regarding whether the host is "good at what he does" was one of the strongest expressions of favorable sentiments of any item on the survey, an average response of 5.5 out of 6.0; 96% of the respondents either agreed or strongly agreed that he is good at what he does.

The regression analysis examined whether there is a relationship between Perceived Benefits, and perceptions related to the performance of the host. The statistical significance of a relationship can be conveniently summarized as the p-value of a statistic, which is the probability of obtaining the results found in the data. Results that are commonplace, and therefore not significant, have a high probability of occurring and have a relatively high p-value. Those that are relatively rare, and therefore remarkable, have a relatively low p-value, and the usual standard for deciding statistical significance is a p-value of .05 or lower.

The calculated p-value summarizing the relationship between perceptions of the host and Perceived Benefits was statistically significant ($p = .011$.) This result indicates, not surprisingly that the performance of the host is crucial to the success of the activity. Comparison of the responses pertaining to the various host behaviors indicated that perceptions of whether he was serious or disrespectful neither contributed to nor detracted from Perceived Benefits. The aspects of the host's performance that did seem to contribute most to Perceived Benefits were his elaboration on questions with interesting information and his audibility. The importance of the latter factor underscores the need to arrange conditions so that participants can better hear the questions as they are being read by the host.

A second regression analysis examined the relationship between the same four variables related to host performance and respondent agreement with the summative statement, *The host is good at what he does*. This also revealed a statistically significant relationship ($p = .001$), and it also identified the host's elaborations on questions and his audibility as the two most important aspects of his performance. The correlation between perceptions of the host being good at what he does and Perceived Benefits was surpassed only by the correlation between Perceived Benefits and a perception of the atmosphere of The Wiz Quiz as friendly. The "friendly atmosphere" variable most certainly is a reflection of the host's performance, and its mention provides a segue to a discussion of the next set of results, namely, the data related to Social Atmosphere.

The Social Atmosphere.

Section B of Appendix B. displays the descriptive statistics for the four survey items related to Social Atmosphere, and respondents expressed a number of very favorable perceptions in this realm. The single strongest sentiment expressed on the entire survey was for the item, *I enjoy the social interaction*, an average response of 5.6 out of 6.0. The average response to *The atmosphere is friendly* item was also very positive, 5.5 (100% either agreed or strongly agreed.) The fill-in items of the survey also generated responses that reflect a favorable social atmosphere. One said “Eight of us have gotten to be friends, and we wouldn’t have otherwise.” Another indicated that a benefit of participation has been, “... new friends, team dinner, sit at the same table for dinner.” These combined results indicate that The Wiz Quiz host, the score keeper, and the participants, themselves, orchestrated a favorable Social Atmosphere, one that, according to an important theoretical design feature of the activity, is conducive to effective learning, leading to better Memory and Comprehension, as well as to an elevated feeling of Well-being.

Agreement with the remaining two statements in this category was more varied. The item, *I don’t speak out unless I’m sure my answer is right*, was interpreted as an indicator of Social Atmosphere, in that disagreement would be an expression of feeling comfortable enough in the activity environment to risk making an error in a rather public forum. It is worth noting that for this item, the average response was mildly disagree, and 32% of respondents indicated that they either agreed or mildly agreed with this statement. In other words, about one third of the respondents were reticent to voice an answer unless they were relatively sure of their accuracy. This runs counter to one of the major instructions by the host to participants: attempt any and as many answers as you want within the 30-second time limit. Based on this finding, the host might consider countering this reluctance to risk a wrong answer by reminding participants that their erroneous attempts or even a partial answer might prod the memory of a teammate. (e.g., Though the correct answer might be Lusitania, the wrong attempt, Lithuania, might prompt a teammate.)

The final item, the perceived discourtesy of participants, also did elicit some level of agreement from 22% of the respondents. This finding might best be considered in the context of the regression analysis. That analysis found that agreement or disagreement with the statement about participant discourtesy was a weak predictor of Perceived Benefit. Respondents who observed discourtesy did not express a correspondingly lower level of Perceived Benefit, and those who disagreed with the discourtesy statement did not score higher on the Perceived Benefits variable. Likewise, the “don’t speak, unless I’m sure” item did not predict Perceived Benefit. Rather, the variables that were most instrumental in the statistically significant relationship ($p = .002$) between Social Atmosphere and Perceived Benefits were respondent sentiments related to the friendliness of the atmosphere, and their enjoyment of the social interaction.

The Questions

Section C of Appendix B. displays the descriptive statistics related to the survey items that focused on the questions read by the host in The Wiz Quiz activity, and these were statements about the length, difficulty, and complexity of the questions. Seventy-one percent of

the respondents disagreed that the questions are rather long, and this finding argues against shortening the questions. Moreover, as stated previously, when questions are somewhat long they demand more focused attention, and this is one of the features designed to achieve one of the key target outcomes of the activity, the one related to Attention.

To the statement, “I like the complexity of the questions,” 86% expressed mild to strong agreement. This supports maintaining complexity in order to foster reasoning ability which also is one of the target benefits of the activity. Finally, 68% of the respondents, a clear majority, expressed agreement that the questions are difficult. At one level, this is a favorable finding, because the difficulty of the questions is meant to provide an appropriate level of challenge and, as a result, foster well-being and cognitive functioning. Alternatively, if perceptions of question difficulty are detracting from the Perceived Benefits of participation, that would be some indication that questions should be written so that they are less difficult. To adjudicate this conundrum, multiple regression was again deployed.

The regression analysis indicated a statistically significant relationship ($p = .019$) between the three survey items focused on The Wiz Quiz questions and Perceived Benefits. Of the three items on the survey devoted to Questions, however, the item related to item difficulty was the least instrumental in predicting Perceived Benefit. In other words, it neither added nor detracted from perceptions of benefit, and although a majority of the respondents saw the questions as difficult, this finding means that the present level of difficulty should be maintained in the interest of the appropriate—and beneficial—challenge that it poses to participants. To conclude the discussion of the survey items related to questions, the regression analysis found that Perceived Benefits were magnified if questions were not perceived as long and if the participants enjoyed their complexity.

Procedures and Rules

Section D of Appendix B. reports descriptive statistics related to participant sentiments toward important rules and procedures of The Wiz Quiz activity. Regression analysis found a significant relationship ($p = .025$) between sentiments toward these procedures/rules and Perceived Benefits. Specific findings were the following:

- 96% of the respondents indicated that they enjoy being on a team even if they don't answer a question. The regression analysis revealed that in this category of survey item, enjoyment of team membership was the strongest predictor of Perceived Benefit, and it suggests that audience members ought to consider joining a team, even if they do not expect to answer a question.
- 71% agreed that a small number of people seem to answer questions. On the surface, this might suggest making teams smaller so that more people get a chance to answer questions. The regression analysis, however, indicated that response to this item was a weak predictor of Perceived Benefits, and, thus, no adjustment in team size is indicated.
- 75% expressed agreement that the tablet system helped them pay attention to every

question. This finding indicates that the procedure should be maintained in its present form, because, in addition, the regression analysis did not isolate any adverse effects. Recall that one purpose of distributing tablets among teams is to increase the opportunity to practice paying attention.

Another finding related to procedures and rules was that a majority of the respondents—86%—did not find the team competition stressful; the implication is that the present configuration of pitting teams against one another should be maintained. Respondents also do not seem to feel that the activity should occur more often than it does at present: 67% mildly to strongly disagreed with the statement that Wiz Quiz sessions should occur more often. Finally, there was a consensus agreement that the composition of the teams should not change more often (89%) and that non-residents should not be allowed to participate (93%).

Achievement of the Target Outcomes of The Wiz Quiz

While the results above focus largely on the Perceived Benefits variable, which was a composite of those survey items that were largely outcomes, it is useful to conclude this report by returning to the exact target outcomes of The Wiz Quiz—memory, comprehension/learning, attention, reasoning, and well-being—in order to examine whether the survey results are in any way consistent with achievement of those target outcomes.

Memory

There are indications from the survey data that the respondents felt the activity helped their memories, and that the conditions of the activity are of the type that are conducive to that beneficial effect. Eighty-two percent of the respondents to the survey expressed at least mild agreement that participation in The Wiz Quiz helps memory. While this is not a tried and true objective measure of actual benefit to the memory function of the respondents, it is a reflection of their perceptions, and as stated earlier, abundant research, reviewed by Stine-Morrow and Basak (2011), indicates that when older adults feel they are making improvements in some aspect of their skill repertoire, it increases their belief that they can succeed, which in turn can result in their investment of effort in future potentially beneficial activities.

The survey data also suggest that the features designed into The Wiz Quiz constitute conditions that are conducive to memory performance, namely, *effortful mental activity*. Sixty-eight of the respondents, a clear majority, expressed some level of agreement that the questions used in the activity are difficult, and a virtually unanimous 96% felt that they have accomplished something when they answer a question during the activity. Finally, 86% expressed agreement that they enjoyed the complexity of the questions, suggesting, again, that they did not perceive the questions as easy.

The survey did not include an item seeking perceptions about the time constraint of the activity. It is reasonable to assume, however, that the 30-second time limit increased the amount

of effort stimulated by the activity, and Kawashima (2008) strongly recommends working against the clock in exercises meant to help cognitive performance. Thus, this feature is an instance of the persistent engagement by [older adults] in effortful mental activities, which according to Coyle (2003) may promote the plastic changes in the brain that stave off the symptoms of dementia.

Comprehension/Learning

Recall that another key target outcome of the activity is to help participants learn or refresh information judged by the systematic sifting process described by Hirsch, Trett, and Kefil (2002) to serve as effective cognitive moorings for new incoming written and spoken messages in American society. To repeat Hirsch's (1994) observation, people who know a lot already tend to learn new ideas faster and more easily.

All of the respondents—100% agreement—indicated their perception that they learn new things at The Wiz Quiz sessions. Moreover, their responses also reflected their perception of conditions that are conducive to learning. One of these conditions pertains to increased access to information beyond the questions themselves. One source of additional information is the host of the activity: recall that 96% of the respondents expressed agreement that the host elaborates on questions with interesting information. In addition, participants, themselves, may constitute useful sources of information. Recall the earlier anecdotal comments by several participants that the information shared in the activity piqued their interest and prompted them to do additional research on their own, further contributing to learning.

Another condition of the activity that was conducive to learning stems from the mood-enhancing atmosphere, which, as Goleman points out, helps learning. Participant responses to a number of different items are consistent with their perceptions of a friendly supportive atmosphere. One hundred percent agreed that the atmosphere is friendly, and 89% agreed that they enjoy the social interaction of the activity sessions. The host undoubtedly contributes to these perceptions, as did the participants themselves, but two additional survey items focused exclusively on the host, and they reveal additional contributions to an atmosphere that is conducive to learning. In one of these, 100% of the respondents disagreed with the statement that the host is a little too serious, and 96% disagreed that he is disrespectful toward participants. In addition to contributing to a learner-friendly atmosphere, these overwhelmingly positive perceptions also contribute to the well-being target outcome, which will be discussed in the next section.

Well-Being

Recall that well-being is the term used in the positive psychology literature for the sentiment of happiness. Well-being usually has three elements: satisfaction with the principal elements of one's life, a prevalence of positive emotions, and the prevailing absence of negative emotions.

There is evidence from the survey results that Wiz Quiz participants were experiencing favorable emotions, and that these feelings were linked to the activity. As stated earlier, all of the respondents expressed satisfaction in a crucial aspect of their lives, namely, their residence. This suggests that they were in an upbeat mood when they were completing the survey, which was administered at the conclusion of a session of The Wiz Quiz activity. Also consistent with a sense of well-being were their expressions of agreement with the statements “I look forward to The Wiz Quiz” (96%); “I benefit from The Wiz Quiz.” (96%); and “I feel satisfied at the end of a session of The Wiz Quiz.” (96%).

Two of the features of The Wiz Quiz expressly designed to foster a sense of well-being are a sociable atmosphere and a level of intellectual challenge that is suited to the abilities of the participants. The favorable social atmosphere is indicated by participant agreement with the items related to the friendliness of the atmosphere (100% agreement), their enjoyment of the social interaction (89%), and their enjoyment of being on a team even if they don't answer a question (96%).

There was also evidence that the participants feel challenged but not unduly so. To wit, respondents agreed that questions were difficult (68%) but this did not detract from Perceived Benefits, as indicated by the regression analysis. They also indicated that they enjoy the complexity of the questions (86%). Moreover, 86% disagreed that the challenge posed by the team competition was stressful. Regarding the length of the questions, 71% of the respondents disagreed that the questions are long, even though in order to achieve complexity, they are written with no shortage of words. Finally, 96% of the respondents agreed that when they answer a question, they feel a sense of accomplishment, a sentiment that usually is reserved for those times when we have mustered our resources in order to rise to an occasion and meet a challenge. Recall also that, although not addressed by specific survey items, other design features meant to shape the level of challenge, and, in that way, promote well-being are the 30-second time limit for answering questions, the recourse to a multiple choice recognition format if necessary, and the elimination of questions found to be too difficult.

Attention

Recall that because age is a risk factor for declines in focused attention, a target outcome of The Wiz Quiz is to increase participant opportunities to focus their attention. The survey responses provide some evidence that participants did focus their attention during the activity, although no items of the survey inquired about improvements in their ability to remain attentive. One of the items that tapped sentiments regarding whether attention remained focused during the activity session was the one related to the tablet system for recording answers, and 75% of the respondents agreed with the statement, “The tablet system helps me pay attention to every question.” Another item that sheds light on whether The Wiz Quiz provided participants with opportunities to focus attention is the one related to the complexity of the questions. Recall that the questions are designed to be rather complex, intentionally incorporating multiple clues, in order to subtly urge participants to sustain attention for an extended period of time. They need to

hold a significant amount of material in working memory. The results of this item are consistent with a conclusion that the questions help participants to maintain attention, in that 86% of them indicated that they enjoyed the complexity of the questions. It is reasonable to conclude that attention was increased during the session, because in order to enjoy the complexity of the questions, it is necessary that the multiple clues be noticed.

Reasoning

While the survey results do not speak directly to respondent perceptions of whether they achieved the Reasoning outcome, the data do provide indirect indications that conditions appropriate for practicing the skill of reasoning were in effect during the activity. One such item was, again, the one that tapped participants' enjoyment of the complexity of questions. Because 86% expressed agreement with this item, it suggests that they were engaging in the reasoning processes induced by the multiple clues that require participants to repeatedly "put two and two together." That the activity includes conditions conducive to engaging reasoning processes also is supported by the aggregate responses to the survey item related to perceptions of question difficulty. Recall that 68% of respondents agreed that the questions used in the activity are difficult, and this difficulty stems largely from the necessity to reason about the multiple clues in each question in order to arrive at the correct answer.

In combination, these data suggest that The Wiz Quiz is contributing to achievement of the outcomes that are its target goals.

Concluding Remarks

The results reported herein indicate that older adults who participate in The Wiz Quiz regard it as a beneficial activity. There also are indications that the features of the activity are contributing to those favorable perceptions. The regression analyses showed strong positive relationships between Perceived Benefits and many of the modifiable features, and revealed not one single indication that a feature was detracting from Perceived Benefits. Moreover, the descriptive statistics isolated several opportunities to alter the features of the activity in order to improve it. This is completely in keeping with the philosophy of evaluation expressed by Stufflebeam (2003), namely, that the purpose of evaluation is not to prove but to improve. It is hoped that we may continue to use results such as these to continually improve The Wiz Quiz.

Appendix A.

A Penny for your thoughts on The Wiz Quiz

The Wiz Quiz team is interested in getting your perceptions so that we can continue what's working well and, where possible, make improvements. Please take a few moments to answer this survey candidly and completely. Your answers will remain anonymous.

Part I. About you. Circle one answer for each question.

1. About how often do you attend? a. Rarely miss b. Often c. Occasionally d. First Time
2. Which best describes your participation? a. participate as team member b. audience observer
3. What best describes your highest level of education?
a. High School b. Bachelor's c. Master's d. PhD e. MD f. Other (specify) _____
4. What is your gender? Female _____ Male _____

Part II. Your perceptions of The Wiz Quiz. Please indicate your agreement or disagreement with each of the following statements about The Wiz Quiz by circling one of the answer choices.

SA=Strongly Agree	SD=Strongly Disagree
A=Agree	D= Disagree
MA=Mildly Agree	MD=Mildly Disagree

Note: some statements are positive and some are negative.

1. I have a hard time hearing the questions. SA A MA MD D SD
2. The host elaborates on questions with interesting information. SA A MA MD D SD
3. A small number of people seem to answer questions. SA A MA MD D SD

4. I enjoy the social interaction. SA A MA MD D SD
5. People talk about The Wiz Quiz outside of the activity session. SA A MA MD D SD
6. I would like The Wiz Quiz to happen more often. SA A MA MD D SD
7. Participants are sometimes discourteous. SA A MA MD D SD
8. The questions are difficult. SA A MA MD D SD

(Continue on the next page)

The Wiz Quiz Survey (continued)

9. I wish more of my friends would attend The Wiz Quiz. SA A MA MD D SD
10. I wish the composition of teams would change more often. SA A MA MD D SD
11. I enjoy being on a team even if I don't answer a question. SA A MA MD D SD
12. The tablet system helps me pay attention to every question. SA A MA MD D SD
13. The competition is stressful. SA A MA MD D SD
14. The questions are rather long. SA A MA MD D SD
15. The host is a little too serious. SA A MA MD D SD
16. The host is disrespectful toward participants. SA A MA MD D SD
17. I don't speak out unless I'm sure my answer is right. SA A MA MD D SD
18. I like the complexity of the questions. SA A MA MD D SD
19. I think The Wiz Quiz helps my memory. SA A MA MD D SD
20. The atmosphere is friendly. SA A MA MD D SD
21. I learn new things at The Wiz Quiz sessions. SA A MA MD D SD
22. The facility management should allow non-residents to participate as a way of encouraging them to become new residents here. SA A MA MD D SD

23. I feel I've accomplished something when I answer a question. SA A MA MD D SD
24. I feel satisfied at the end of a session of The Wiz Quiz. SA A MA MD D SD
25. I look forward to sessions of The Wiz Quiz. SA A MA MD D SD
26. Maplewood is a good place to live. SA A MA MD D SD
27. I would recommend Maplewood to others. SA A MA MD D SD

(Continue on the next page)

The Wiz Quiz Survey (continued)

28. The Wiz Quiz host is good at what he does. SA A MA MD D SD
29. The Wiz Quiz is a plus for Maplewood. SA A MA MD D SD
30. a. I benefit from The Wiz Quiz program. SA A MA MD D SD

b. If you do feel you benefit, describe how you benefit. _____

c. What changes would allow you to benefit even more from The Wiz Quiz? _____

31. Is there anything about The Wiz Quiz that you specifically dislike? _____

32. If you know any resident who attended sessions of The Wiz Quiz one or more times and then stopped, please describe the reason if you know it or write "Do not know"? _____

Thank you for your help improving

The Wiz Quiz

Appendix B.

Participant responses to The Wiz Quiz survey: Opportunities for improvement and implications for what should be maintained as is.

Response Choices: Strongly Agree Agree Mildly Agree				Mildly Disagree Disagree Strongly Disagree			
Item	Average Response	* Opportunity + Maintain as is	Possible courses of actions for modifiable, non-outcome variables.				
A. Pertaining to the Host of The Wiz Quiz							
I have a hard time hearing.	Mildly Disagree (3.2)	*41% Mildly to Strongly Agree.	Identify ways to improve audibility, including the sound system, the articulation of the host, or the positioning of the host and teams.				
The host elaborates with interesting information.	Agree (5.1)	+ 96% Mildly to Strongly Agree	Maintain as is.				
The host is a little too serious.	Disagree (1.8)	+ 100% Mildly to Strongly Disagree	Maintain as is.				
The host is disrespectful toward participants.	Disagree (1.6)	+ 96% Mildly to Strongly Disagree	Maintain as is.				
The Wiz Quiz host is good at what he does.	Strongly Agree (5.5)	+ 96% Agree or Strongly Agree	Maintain as is.				
B. Pertaining to the Social Atmosphere during The Wiz Quiz							
I enjoy the social interaction.	Strongly Agree (5.6)	*+ 89% Agree or Strongly Agree	Remind or alert the group that The Wiz Quiz is largely about just visiting.				
Participants are sometimes discourteous.	Mildly Disagree (2.5)	* 22% Mildly Agree or Agree	It may be useful to simply inform the group that discourtesy is felt by some.				

I don't speak out unless I'm sure my answer is right.	Mildly Disagree (2.8)	*32% Mildly Agree or Agree	Encourage response attempts without absolute certainty: Lithuania-Lusitania.
The atmosphere is friendly.	Strongly Agree (5.5)	*+100% Agree or Strongly Agree	Remind or alert the group that The Wiz Quiz is largely about just visiting.
C. Pertaining to the Questions of The Wiz Quiz			
The questions are difficult.	Mildly Agree (3.9)	+ 68% Mildly to Strongly Agree	Maintain as is.
The questions are rather long.	Mildly Disagree (2.8)	+71% Mildly to Strongly Disagree	Maintain as is.
I like the complexity of the questions.	Mildly Agree (4.5)	+ 86% Mildly to Strongly Agree	Maintain as is.
D. Pertaining to the Procedures and Rules of The Wiz Quiz			
A small number of people seem to answer questions.	Mildly Agree (4.0)	+71% Mildly to Strongly Agree	Reconstituting the group into more teams with fewer members might change this but they seem happy with the current teams.
I wish the composition of teams would change more often.	Disagree (2.3)	+89% Mildly to Strongly Disagree	Maintain as is.
I enjoy being on a team even if I don't answer a question.	Agree (5.2)	* 96% Mildly to Strongly Agree	Explaining this to audience members might encourage their joining a team.
The tablet system helps me pay attention to every question.	Agree (4.6)	+ 75% Mildly to Strongly Agree	Maintain as is.
The competition is stressful.	Disagree (2.4)	+ 86% Mildly to Strongly Disagree	Maintain as is.
Management should allow non-residents to participate.	Disagree (2.0)	+ 93% Mildly to Strongly Disagree	Maintain as is.

I would like The Wiz Quiz to happen more often.	Mildly Disagree (2.9)	+ 67% Mildly to Strongly Disagree	Maintain as is.
E. Pertaining to the Outcomes of The Wiz Quiz			
People talk about The Wiz Quiz outside of the session.	Agree (4.8)	93% Mildly to Strongly Agree	Outcome: not directly modifiable.
I wish more of my friends would attend The Wiz Quiz.	Mildly Agree (4.1)	69% Mildly to Strongly Agree	Outcome: not directly modifiable.
I think The Wiz Quiz helps my memory.	Mildly Agree (4.4)	82% Mildly to Strongly Agree	Outcome: not directly modifiable.
I learn new things at The Wiz Quiz sessions.	Agree (5.4)	100% Mildly to Strongly Agree	Outcome: not directly modifiable.
I feel I've accomplished something when I answer a question.	Agree (5.1)	96% Mildly to Strongly Agree	Outcome: not directly modifiable.
I feel satisfied at the end of a session of The Wiz Quiz.	Agree (4.9)	96% Mildly to Strongly Agree	Outcome: not directly modifiable.
I look forward to sessions of The Wiz Quiz.	Agree (5.2)	96% Mildly to Strongly Agree	Outcome: not directly modifiable.
The Wiz Quiz is a plus for Maplewood.	Agree (5.4)	100% Mildly to Strongly Agree	Outcome: not directly modifiable.
I benefit from The Wiz Quiz program.	Agree (5.3)	96% Mildly to Strongly Agree	Outcome: not directly modifiable.
F. Pertaining to Sentiments Toward Maplewood			
Maplewood is a good place to live.	Strongly Agree (5.6)	100% Agree or Strongly Agree	Outcome: not directly modifiable.
I would recommend Maplewood to others.	Strongly Agree (5.6)	100% Agree or Strongly Agree	Outcome: not directly modifiable.

