

CSU CHANNEL ISLANDS OSHER LIFELONG LEARNING INSTITUTE

MEMBER SATISFACTION SURVEY REPORT 2011

A SOCIOLOGY CAPSTONE

RESEARCH PROJECT

AUTHORS / BLINDED



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EXECUTIVE SUMMARY:

Background and Methods: This survey was conducted to identify and measure levels of satisfaction among members of the OLLI program with programs and services offered. We conducted a concurrent survey of both current and former members of OLLI. Of the total surveys we collected (N = 208), 152 were completed by current members and 56 by former members, during the last two weeks of March 2011.

Member Demographics: The demographics section provides data describing the distribution of respondents based on gender, age, employment status, their education level, and mode of transportation. Among the most evident patterns, OLLI members are predominantly women; they are highly educated; and the predominant age categories include the traditional decade post-retirement (65-75 years).

Member Characteristics: Respondents have taken classes with OLLI from one to nine years, with an average of 5 years. Respondents reported that they have taken between one and fifteen classes, with an average of 2 classes. Members were introduced to OLLI in different ways, through friends, media ads, and catalogs, but through friends is the dominate way. This suggests word of mouth is currently the most important means of promoting OLLI.

Class Preferences: Factors such as location and the type of class have an effect on which classes members choose. Members were also asked in this section about what types of classes they would like to see more of in the future, and responded with several dominant options; social sciences, literature, and art history were the top three. The professors, subject matter, location, and others enrolled in the class were the most important criteria used by respondents to select classes. Subject matter was the most important factor in determining which classes OLLI members would enroll in.

Member Satisfaction: Members' satisfaction levels were measured across different areas of the program, including: location, selection and quality of classes, class schedules, parking, transportation, professors' knowledge and attitudes, and fees. Findings were mostly positive, in that they were more satisfied than dissatisfied, with a few outliers in each group.

Member Preferences regarding Social Events: We asked members about what types of extracurricular activities they would like to participate in outside of class. Out of the ten different activities listed only three seem to be of interest to the members: class-based field trips; guest lectures at the CSUCI campus; and trips to Art and Natural History Museums.

PART I: BACKGROUND & METHODS

1. *Osher Lifelong Learning Institute*

The Osher Lifelong Learning Institute (OLLI) at CSU Channel Islands is a program for the mature adult community to explore learning in a whole new way. The mission of OLLI is to provide quality educational opportunities to students 50 and above in areas of interest without the pressure of traditional university courses. OLLI provides many courses throughout the year within three different semesters; fall, winter and spring.

The program started in September, 2004, and has offered a range of quality classes. Membership in OLLI includes enrollment in one or more courses per term. From the start, OLLI was a unique concept: The Bernard Osher Foundation, headquartered in San Francisco, was established in 1977 to provide educational, cultural, and other non-profit programs with assistance, many of which already existed at colleges and schools of higher learning. There are now about 120 OLLIs spread among the 50 states. In 2003, when there were 18 Universities in the OLLI system, CSUCI was invited to submit a proposal for an Osher Lifelong Learning Institute. A proposal was submitted by Gary Berg, PhD, Dean of Extended Education, and Barbara Thorpe, Ed.D, Assistant Vice-President for Sponsored Programs, and accepted effective April 1, 2004. It was among the first 30 Institutes in the OLLI family, and one of the first to start without having had an existing program for matures learners.

OLLI-CSUCI began operations in April 2004 with Martin Kaplan, Ph.D., as founding Director, who continues to run the program. He is now assisted by Nick Fuentes, Director of Operations for Extended University at CSUCI (OLLI website, 2011).¹ In the first three to four years after starting the OLLI program, the budget is supplemented by a yearly grant of \$100,000 from the Osher Foundation. After this period the institute is evaluated for the program's success and sustainability. If final approval is given,



then an endowment of \$1,000,000 is awarded¹. The OLLI program at CSUCI was granted that endowment in May of 2008.

OLLI courses are popular because they eliminate many of the anxiety-producing aspects of the college experience – such as tests, grades and deadlines. Instead, members enjoy classes for their intrinsic interest in the subject matter and the value of knowledge – i.e. "learning for learning's sake." OLLI is currently offering classes in Camarillo (CSUCI campus), Thousand Oaks, Ventura, Ojai, Simi Valley, and Oxnard. Some of the courses offered are designed to inspire, some to invoke, and others to amaze. Courses offered in the Spring 2011 schedule include: The British Raj, Food Webs in the Sea, The Psychology of Love and Loss, Understanding International Relations, and many others. The ability to choose classes around whichever location is most convenient for students is also a unique feature of the program. By offering classes in six locations around the county, OLLI administrators are able to provide services to those who may not be able to travel far from home.

Research questions: The central purpose of our survey is to measure members' satisfaction with OLLI courses and services, and to identify any potential challenges faced by members. Those data are essential to assist OLLI to continue its high level of service and to improve where possible, both to keep current members returning and to encourage new members to join. In addition to current members, we also surveyed former members in order to determine what obstacles or dissatisfactions were primarily accountable for discontinuing membership. To provide the most valuable analyses, we focused on finding comparable issues from both current and former members, related to attending the OLLI program. Some of the areas that we investigated include: transportation, parking, fees, scheduling, classes offered, and non-OLLI issues such as family or personal events. We compared responses between current and former members to discover possible influences on member attrition and overall member satisfaction. Finally, we also investigated whether current members are interested in volunteering with OLLI (which is an interest of program directors), and in attending events outside of class such as tours, fieldtrips, guest lectures, and dinners/dances.

¹ For more information on the OLLI program go to www.csuci.edu/exed/osher.htm

2. *Research design and methods*

The 2011 Survey of Member Satisfaction was conducted as a Capstone project for the Sociology 499 class, directed by Dr. Dennis Downey, in the spring of 2011. In the CSUCI Sociology Program, the Capstone project is designed specifically as a service learning project in which students apply the skills that they have learned throughout their coursework in order to conduct some independent and original research designed in conjunction with and for the benefit of a community partner (generally a non-profit, social service organization). The project was initiated at the beginning of the Spring semester, through a series of meetings between the students, course professor, and the Director of the CSUCI OLLI program, Dr. Marty Kaplan. At those meetings, we clarified the goals of the research, and discussed basic methodological issues such as sampling processes and questionnaire design. In the ensuing weeks, we developed and revised several drafts of the research instruments to meet both the specific needs of OLLI for program evaluation and the methodological standards necessary to generate useful findings.

As part of the survey development process, we conducted preliminary informal research by sitting in on several OLLI classes to observe and interact with students. We learned about some of the general preferences of students, and the challenges that seniors face in terms of the logistics of getting to classes. Those observations helped us to develop a more focused and targeted questionnaire. The members seemed to be very involved in the classes and enthusiastic to be there. Some members gave us personal accounts of the classes they had taken and praised the professors that were their favorites. The observations lead to exploring several different questions and construction of our final survey.

In order to better answer our questions about satisfaction and student retention, our research was designed as an explicit comparison between current members and former members. By asking many of the same questions of each group (and some specific to one group or the other), we were able to investigate issues that might lead to member non-retention.

Our surveys measure satisfaction levels among current members and former OLLI members. Our goal is to provide useful information for the Director of CSUCI OLLI, Dr. Marty Kaplan, and OLLI staff that will allow them to develop effective strategies to increase member satisfaction and to retain membership. Our survey collected information focusing on satisfaction with classes (quality, selection, location, etc) and with related issues. We also collected basic demographic information. This information is useful to identify what the OLLI members would

like to see in the future, such as different class times or locations. The surveys contained approximately 20 questions each, with some questions that were duplicated on both. We also used some that were unique to each survey because they only pertained to either current or former members. To see the actual questions that we used, both questionnaires are reproduced in the appendices.

Sample selection: Our samples are current and former members of OLLI. We distributed 800 questionnaires in total (500 to current members and 300 former members). For current members, that was determined simply on the basis of enrollments in Spring courses. For former members, questionnaires were mailed to a random sample from the OLLI member data base. The database lists 900 former members; 300 were randomly selected to be sent questionnaires. *Survey distribution:* We distributed questionnaires to current members through the classes that they attended in March at the eight different locations. Each class was asked to fill out the survey only once and to return it by the end of class, or bring it back to the following class meeting. Surveys were placed in a secured box and returned to the Extended University office by an OLLI member. Questionnaires were concurrently distributed to former members via mail, including postage paid envelopes for return to the Extended University office.

Response rates: We received 208 responses in total; 152 from current members and 56 for former members. This gives us a response rate of about 30% for current members. While this is not a particularly high response rate, we feel that it was sufficient given the nature of the survey distribution and collection which demanded relatively quick turnaround, and have no reason to believe that the sample is biased in any particular way. The response rate for former members was 18%. This was to some extent expected, given potential issues related to health and longevity, as well as general outdated of database information. For example, we received about thirty surveys marked returned to sender, indicating outdated addresses.

Data Analysis: All data were entered into and analyzed with the statistical software program SPSS (Statistical Package for the Social Sciences). Data in this report are presented graphically to gauge all variables assessed, based on frequency distributions produced from the database. For comparisons across current and former members, we present clustered graphs that allow inspection of differences, but do not include systematic measures of bivariate or

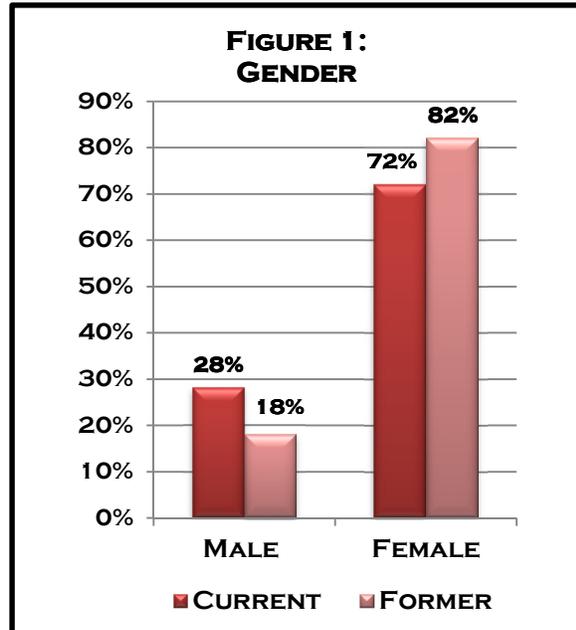
multivariate relationships. We believe that these representations present the patterns most clearly, and are most appropriate for a report that aimed at general public audiences.

PART II: FINDINGS

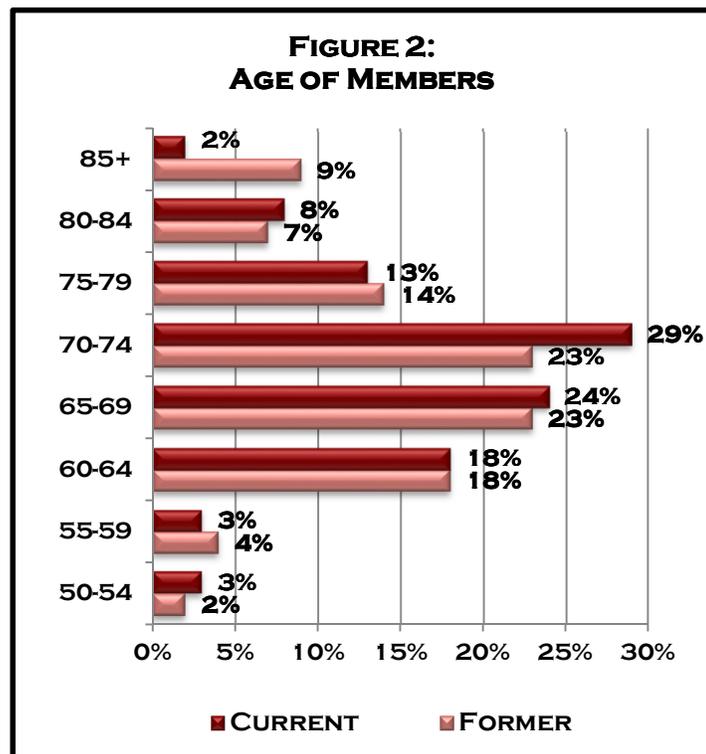
3. Member Demographics

This section provides descriptive information for members in the following categories: gender, age, employment status, education level, and transportation methods.

Gender (Figure 1.): Members are overwhelmingly female at 72% for current members. Women were also dominant among former members, although slightly more so at 82%. Males make up 28% in the current survey and only 18% of former respondents. This paints an overall picture of greater female participation in the OLLI program. Some of this could be explained by the female population living longer on average, or perhaps greater interests in learning later in life. This also suggests that females could be more interested than males in the social aspect of taking classes as well.



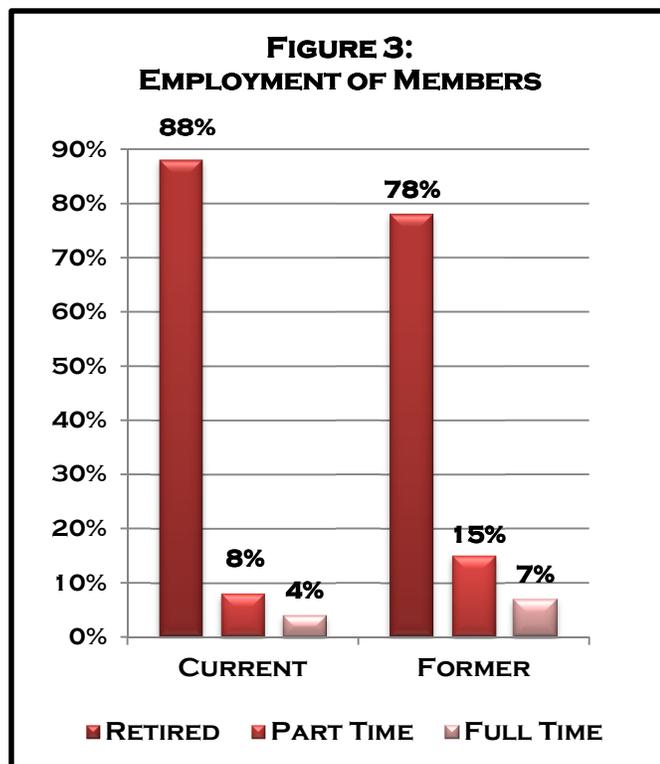
Age (Figure 2.): OLLI membership is limited to those 50 years of age and above. The age distribution of current members is as follows (illustrated in Figure 2). The single most common age category among current members is 70-74 (29%), followed by 65-69 at 24%. The least common age is 85+ at 2%. The two predominant age categories for former members are



the same (70-74 and 65-69, both comprising 23% of respondents). Overall the highest percentage of respondents fell into the age group of 70-74 years old, followed by the 65-69 years old, and 60-64 years old. This gives us an overall picture of people in the OLLI program being mostly in immediate post-retirement age groups. Those still in the labor force are less likely to join, and membership drops off after the mid-70s (likely due to health issues). This could suggest that if more classes were held in the evening more 50-59 year olds may be able to better attend classes with OLLI, although this group simply may have lower levels of interest regardless of scheduling issues. We can also assume that some of the oldest population may be discontinuing because of health issues and or family health issues.

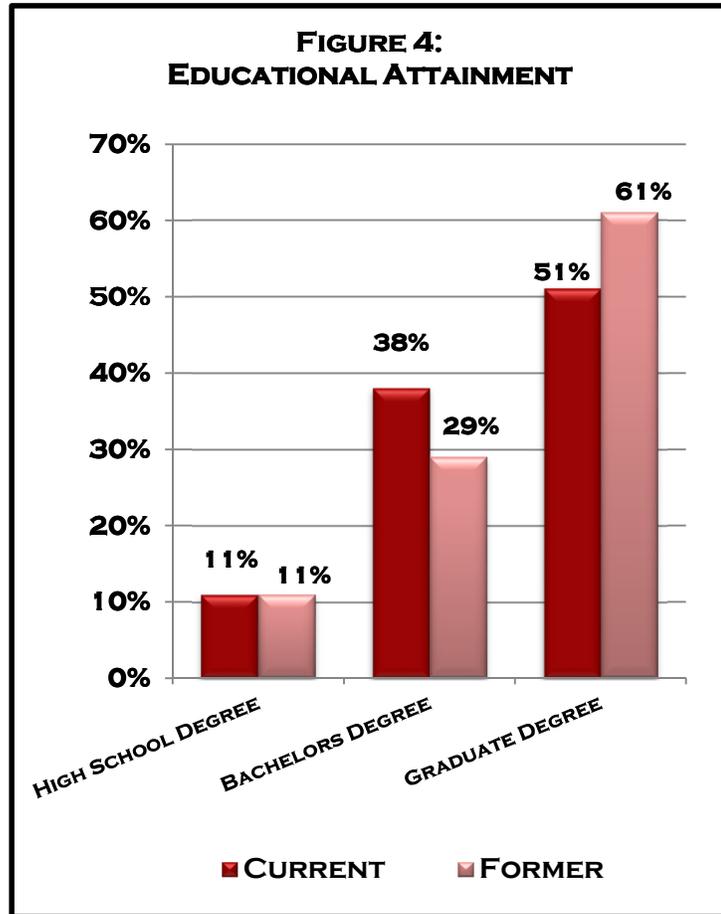
Employment status (Figure 3):

Responses regarding employment status of OLLI members confirmed the (unsurprising) predominance of retirees among members. Among the current members, 88% indicated that they are retired; among former members, 78% indicated retired status. Among those working, the majority are working part-time (8% of current members and 15% of former members). Full-time workers account for 4% of current and 7% of former members. These patterns explain the age distribution, in that the younger age groups of 50-54 are still in the workforce, and therefore do not have as much time to devote to classes as those who are retired. Members may also have other commitments along with their jobs that may take them out of town, and may explain that some whom still work might take fewer classes depending on the type of job.



Educational attainment

(Figure 4): The overwhelming majority of OLLI members, both current and former, have earned a bachelor's or advanced degree. In both groups, approximately 90% have earned a bachelor's or advanced degree. Because we have an affluent area in Camarillo and the surrounding communities, it is not surprising that so many of the citizens possess high levels of education. However, the level of educational attainment of the respondents was markedly higher than those of the overall population of Ventura County. According to



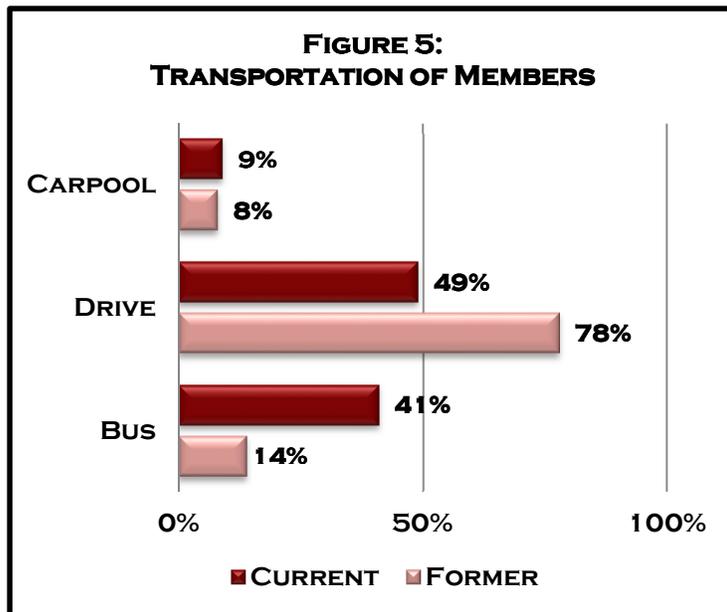
Census data, the percentage of the population earning a bachelor's degree or higher levels of educations is at 26.9% (U.S. Census Bureau, 2011).² The differences can be explained by the fact that people who have higher academic achievement can be expected to have a higher love of knowledge and learning such that they enjoy pursuing education throughout their life, and the retirement years are no exception.

Transportation (Figure 5): One of the important areas of interest on the part of OLLI administrators concern issues of transportation. They wanted to learn the predominant methods of transportation members used to get to their classes. We found that the majority of members (both current and former) preferred to drive to campus (or other locations in the county) at 49% of current respondents and 78% of former respondents. The next preferred choice was to take the

² Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, Census of Population and Housing, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report

bus. This seemed an obvious choice on the CSUCI campus because finding parking is a challenge. Bus riders made up 41% of current members, but only 14% of the former members. A smaller number of members carpooled with others at 9% for current and 8% for former members.

Transportation seems to have a relationship with overall satisfaction, because a larger number of current members take the bus and current members are more satisfied with transportation.



Because it is so imperative to attend a class, if getting to classes is a hassle it could affect how many classes members might take in the future. In order to further understand the impact of transportation, we also ran a cross-tabulation to examine the relationship between members' choice of transportation and their reported satisfaction with transportation. This produced useful and interesting findings. Among members who responded that the bus is their dominant mode of transportation to classes, 84% indicated that they were either satisfied or very satisfied with transportation. In contrast, among those who indicated that they primarily use other modes of transportation, only 50% indicated that they were satisfied or very satisfied. For those who have seen OLLI students arriving on campus by bus, it is clear that the bus ride is a very social event. These findings might be used to advertise the advantages of bus riding, ultimately increasing student satisfaction and perhaps increasing positive social interaction among members as well.

4. Membership Characteristics

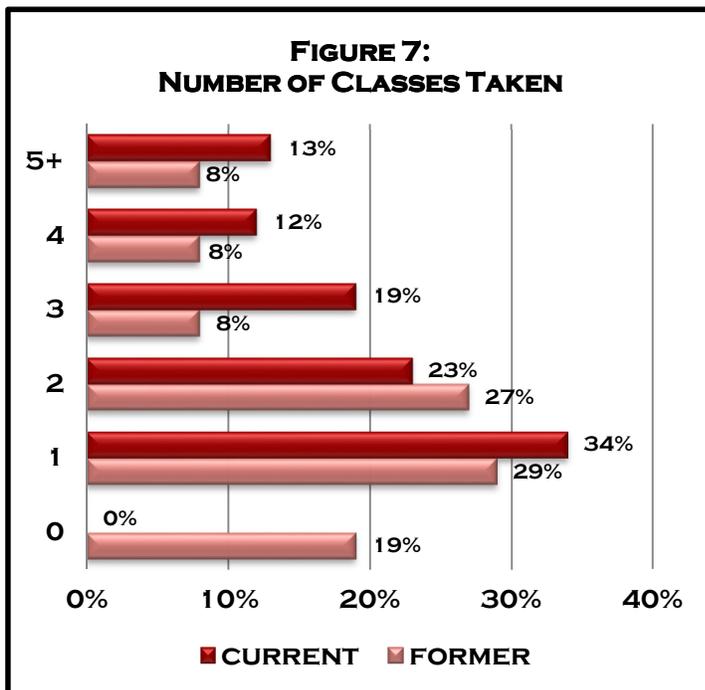
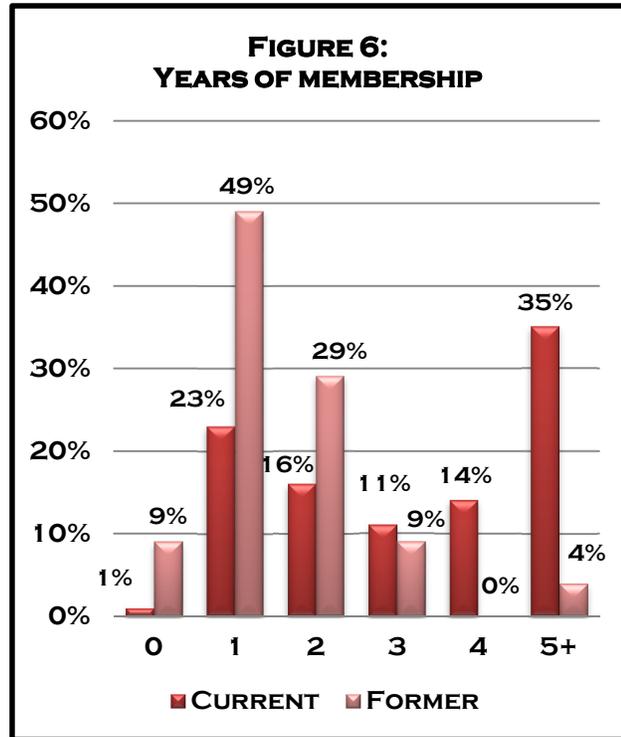
Years of membership (Figure 6): Members were asked how many years they have been a member of OLLI. Among current members, the most common number was five or more years (35%) of membership. This indicates a core group of ongoing members with high levels of loyalty, which is crucial to vitality of the program. Next was one year at (23%) and two years (16%), which also indicates a healthy influx of new members. Interestingly, the leading number

of years with the OLLI foundation for former members was one year at 49%, and 29% were members for two years. This suggests that there are also a decent number of members who join OLLI for one or two years and then drop out. Additional analyses might be able to identify why some members tend to discontinue after one or two years, and programs might be put into place that would help to retain their memberships.

Number of classes taken

(Figure7): Current members were asked about the number of classes they are taking

for the current semester. The most frequent response indicates that they were taking one class at 34%. The next most frequent response at 23%, of members who are currently taking two classes, followed by 19% of the current members who are taking three classes. Over half of the members take just one or two classes. However, fully a quarter of current members take four or more



courses (12% indicated four courses; 13% indicated five or more). Those students are likely to have a very different relationship with OLLI; given the time that they spend with other students, social interaction is likely to be a more central part of their experience and should be investigated further.

Former members were also asked about the number of classes taken with OLLI. Their responses indicated that 8% of them took one to two

classes, 2% only took three to four classes and 1% took five and fifteen classes with OLLI. There is a correlation between former and current members; even though their question was slightly different, their overall pattern of responses was very similar.

Motivations for taking classes (Table 1): OLLI administrators were interested in learning about members' general motivations for taking classes with OLLI. Our questionnaire asked respondents to indicate the relative importance of four possible motivations: to learn something new, for entertainment, for social interaction, and to stimulate thinking process. Members rated each on a scale of importance, from not important (1) to very important (3). The data are presented in *Table 1*, along with a summary measure representing the mean (average) of responses for each item.

**TABLE 1:
CURRENT MEMBERS' REASONS FOR TAKING OLLI CLASSES**

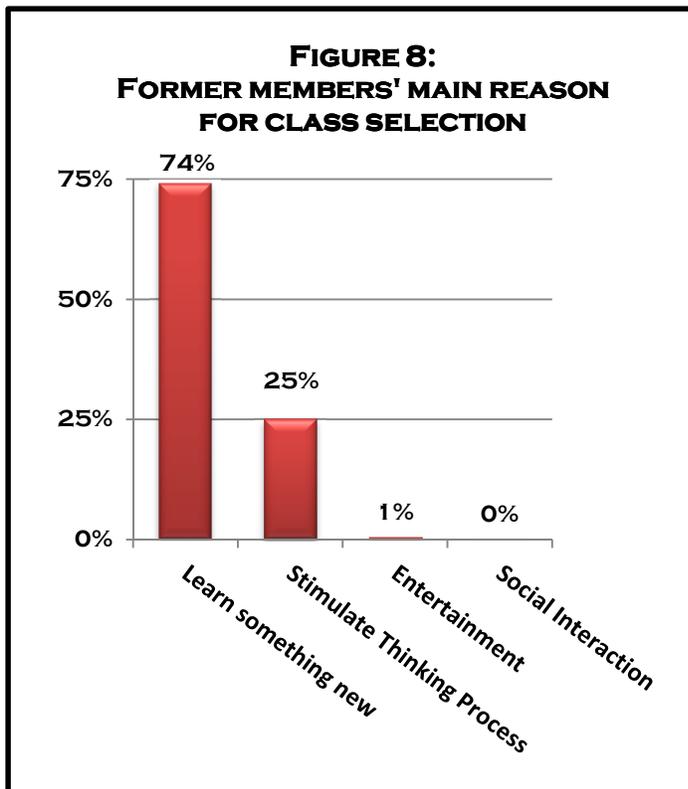
	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	MEAN
SOCIAL INTERACTION	2%	3%	96%	2.94
LEARN SOMETHING NEW	0%	9%	91%	2.92
STIMULATE THINKING PROCESS	21%	57%	22%	2.04
ENTERTAINMENT	31%	44%	25%	1.93

Members' responses indicated that social interactions was overall the most important reason for taking classes (mean = 2.94), with 96% identifying it as a very important reason. Nearly equally important as a reason was to learn something new (mean = 2.92); 91% indicated that was a very important reason in their decision. The other two reasons (stimulating thinking and entertainment) were clearly less important, although not insignificant. Approximately one quarter of respondents indicated that those reasons were very important, with the majority indicating that they were somewhat important or not important. Those patterns of responses have important implications for how OLLI might attract and retain members, emphasizing that

members are able to interact with an interesting and engaged group of students while expanding their intellectual horizons.

Former members' reasons for class selection (Figure 8): Similar to Figure 8, former members were asked to choose the main reason that they took classes with OLLI (with choices representing the four responses noted above: social interaction, learning something new, entertainment, and simulating the thinking process. For former students, this question was asked in a different format, however: respondents were asked to select the *single most important reason*. While direct comparisons therefore cannot be made, different patterns in the reasons for class selection between current and former students are striking and extremely informative.

The most common reason for selecting classes among former members was the desire to learn something new (74%). The second most common response was to stimulate the thinking process (25%). Here we see that former members focused virtually exclusively on intellectual reasons for taking OLLI courses. In contrast, only 1% chose entertainment as a reason. And, most dramatically, social interaction – which was the predominant response among current members – was *not selected by even one of the former members*. It is hazardous to interpret these data beyond the obvious differences, but they might suggest that students who do not seek (and

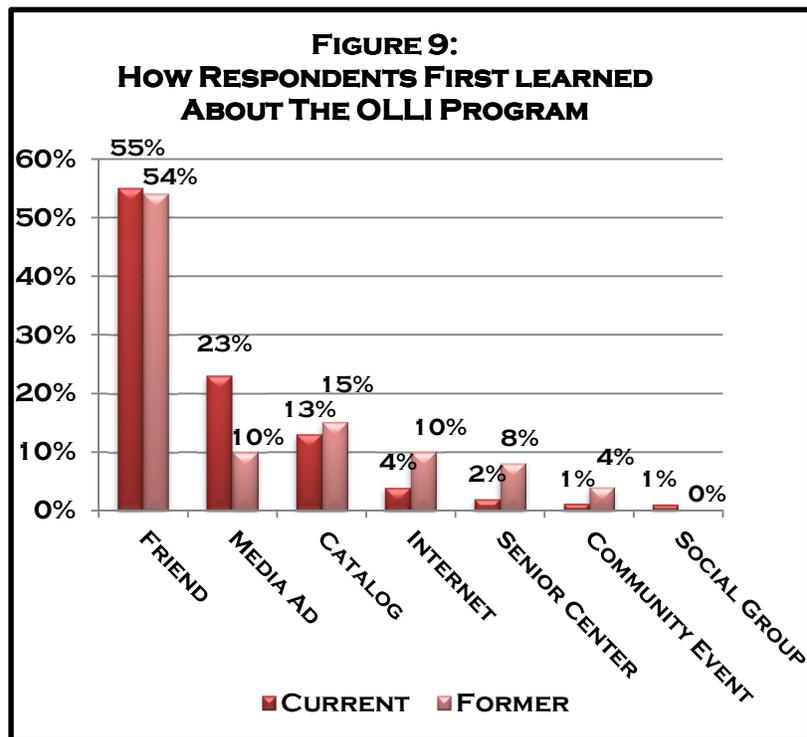


perhaps are not open to) social interaction within the program might be less likely to continue as members. This, again, offers some potential opportunities for OLLI administrators to increase member retention. We suggest that these are "potential" opportunities to increase retention because it is quite possible that those who indicate that social interaction is not a primary reason for taking classes may simply be closed to social interaction. However, if social interaction were to be integrated into the program in some way, they might be

open and welcoming and might find it to be a very valuable (albeit unexpected) benefit of membership.

How respondents first learned about OLLI (Figure 9): It is crucial to know how members first learned about OLLI, as this information may have important implications for future efforts to expand membership. Of the seven response categories, over half of both current and former members indicated that they learned about OLLI through a friend (55% and 54% respectively). This is a clear indication of the central importance of personal communication

networks in bringing members to the program. Among the remaining methods, media advertisement was the second most important method, accounting for just under one quarter (23%) of current members and 10% of former members. The OLLI catalog accounts for 13% and 15% for current and former members, respectively, and the internet accounts for another 4% (current) and 10% (former).



The remaining methods account for relatively small numbers of members. These findings can be interpreted in ways that might point in opposite directions for OLLI. From one perspective, they might suggest that OLLI needs to focus its energies on mobilizing personal networks in order to increase membership. This is closely associated with issues of satisfaction, because we can logically assume that the more members are happy with OLLI the more likely they are to recommend it to friends. The data suggest that OLLI can also productively use media advertisements. Perhaps more ads distributed in locations like community events, senior centers or the internet may increase recognition would harvest new members. From another perspective, these findings suggest that OLLI is not taking advantage of the full range of communication

channels to reach potential members. In part, it depends on OLLI's current practices; if the methods that have been identified as less important have been used by OLLI and are still not registering to members, then it suggests that they should probably be abandoned. If they are not being used, it is possible that they may represent unutilized channels that can be productively engaged.

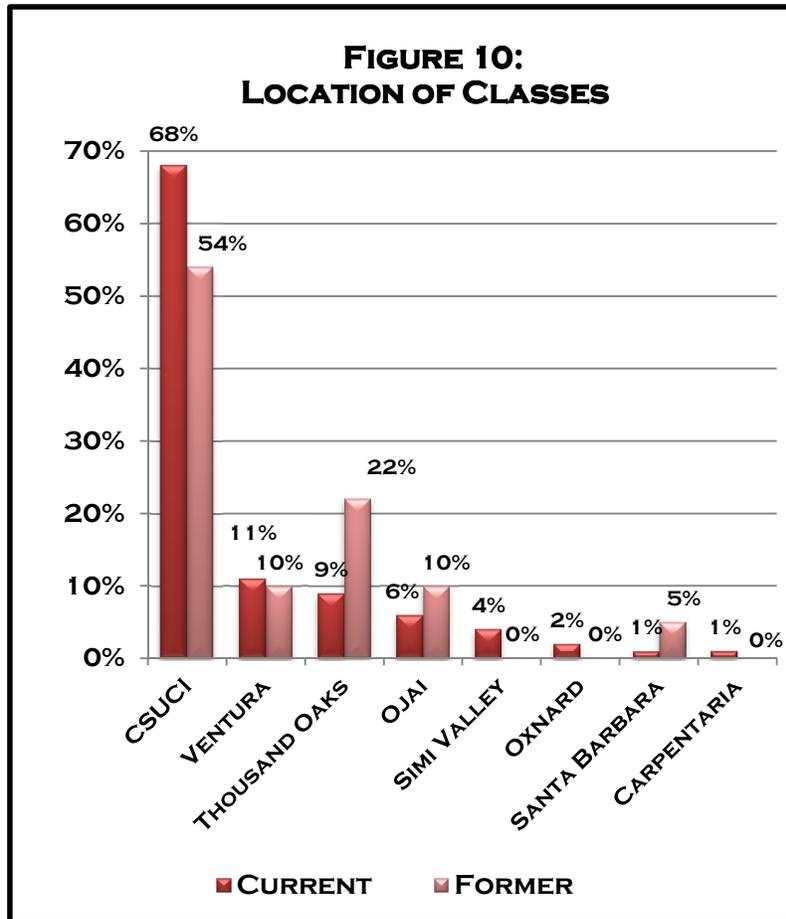
Reasons for leaving: Member retention is very important to OLLI administrators, so they are particularly interested in identifying reasons why former members have not renewed their membership. Of course, administrators also realize that non-renewal might be attributable to factors outside of OLLI's control, as would be expected among seniors who may be dealing with health issues, among other things. To identify the relative importance of various reasons for non-renewal, former members were asked to identify why they are no longer a member. Choices included: life changing events, transportation issues, health reasons, and lack of interest in classes, class schedule, classes offered and other. According to former members' responses, 36% left because of the class offerings. The next prevalent reason (among 32% of respondents) is that they had difficulties with the class schedule. (Please note that these data do not show whether members had problems with overall class schedule and class offerings, or something more specific.) Those findings present a clear challenge to OLLI, because they are both within the realm of programmatic issues, indicating that members may have had dissatisfactions with the classes themselves. Perhaps they would have enjoyed trying a different class. In contrast, 21% of the former members left because of life changing events; these, of course, are issues beyond OLLI's control. Only 16% of former members left because of transportation issues and lack of interest. Both of those are issues that OLLI might be able to address indirectly, but are to some extent also largely beyond their control.

Former members were also asked to share any additional reasons for discontinuing membership. Five members responded that the cost of OLLI was too high. Unfortunately, the data do not show if members are aware of the grants or scholarships that OLLI offers. Another reason for leaving was that members had busy schedules and family illnesses.

5. *Class Preferences*

Location of classes (Figure 10): Issues of convenience are potentially critical to students in OLLI's demographics, and the location of classes is an important part of convenience. To gauge members' preferences for class locations, they were asked: "At which facility do you take the majority of your classes?" 193 members answered this question (152 current members and 41

former members). the majority of both current and former students take the majority of their classes at CSUCI (68% and 54%, respectively). Ventura, Thousand Oaks and Ojai had between 6% and 11 % of current members taking the majority of classes at these locations. Oxnard had 3 (2%) current members and no former members taking majority of classes here. Five (3%) current members answer that they took majority of their classes at Simi Valley while there were no members for former members. Carpentaria and Santa Barbara had similar results with less than 5% attendance.



Overall, most members have taken the majority of their classes at CSU Channel Islands, both current and former members. Ventura, Ojai and Thousand Oaks had 51 members (31% of total members) who have taken the majority of their classes at one of these three locations which is significant in our findings. The other four locations; Oxnard, Simi Valley, Carpentaria and

Santa Barbara all had a small amount of former and current members that attend classes their overall.

Importance of issues in class selection (Table 2): Previously discussed data presented respondents motivations for taking classes with OLLI. The data we present here are from a slightly different question: What are the main factors that influence your selection of particular classes? We asked both the current and former members to consider the following possible factors: professor, subject, schedule, location and others enrolled. They responded by rating each from not important (1), to very important (3).

Our findings suggest that subject matter is a very important issue for both current members and former members (92% and 94%, respectively). This happens to fall somewhat equal among both groups. Current members found that only 7% answered that it was somewhat of an important issue, and former followed with 6%. There was no significant difference when comparing current members and former members on importance of subject.

TABLE 2:

IMPORTANCE OF ISSUES IN CLASS SELECTION

Among current members, 74% said that the professor was very important, while only 26% of former members agreed. This shows that current members believe that the professor is a very important issue in choosing classes, while former members believe it is only somewhat important of an issue or not important at all. There was also some discrepancy in the importance of class scheduling as assessed by current and former members. More than two thirds of former members believe that schedule of classes was an important issue, while only half of current members reported that. Regarding location, about half of current members – compared with closer to two thirds of former members – indicated that it was very important. Former members were more divided in their responses, as they also had higher percentages indicating that location was not important at all (and less than half as many in the neutral category, relative to current members). Such discrepancies between current and former members cannot be definitively explained with simply the survey data, but they are potentially important areas to look into more thoroughly in the future.

	CURRENT				FORMER			
	NOT	SOMEWHAT	VERY	MEAN	NOT	SOMEWHAT	VERY	MEAN
SUBJECT MATTER	0%	7%	93%	2.93	0%	6%	94%	2.94
PROFESSOR	3%	23%	74%	2.72	33%	41%	26%	1.93
SCHEDULE	3%	47%	50%	2.48	4%	25%	71%	2.66
LOCATION	7%	41%	52%	2.46	16%	19%	65%	2.48
OTHERS ENROLLED IN THE CLASS	67%	22%	10%	1.49	91%	9%	0%	1.09

We asked the members the importance of others enrolled in the class and received a distinct pattern of responses. Nearly three fourths of all students (73%) answered that others enrolled in the class was not important. This leads us to believe that this issue of selecting classes can be a matter of personal choice. We all have different reasons for motivating ourselves and take classes for different reasons. What we were looking for overall with this question was if their seemed to be an area that stood out form the others. OLLI members have said subject matter is their number one concern.

Desired classes (Table 3): In order to identify areas of classes that are particularly in demand from members, we asked them to select which of the following areas they would like to see more course offerings: Art, Literature, Science and Math, Social Science, Music, and Popular Culture. The greatest level of interest was indicated for Social Science courses, with 74% of current members and 54% of former members answering yes. The area next most in demand was Literature classes, with 57% of current members and 63% of former members. For Art History, roughly half of both current and former members indicated a desire for more classes. For the final three areas, more members indicated no interest in more classes than indicated interest. Just over 40% indicated an interest in more Science and Math courses; and approximately a third overall indicated an interest in more Music-based courses and Popular Culture courses.

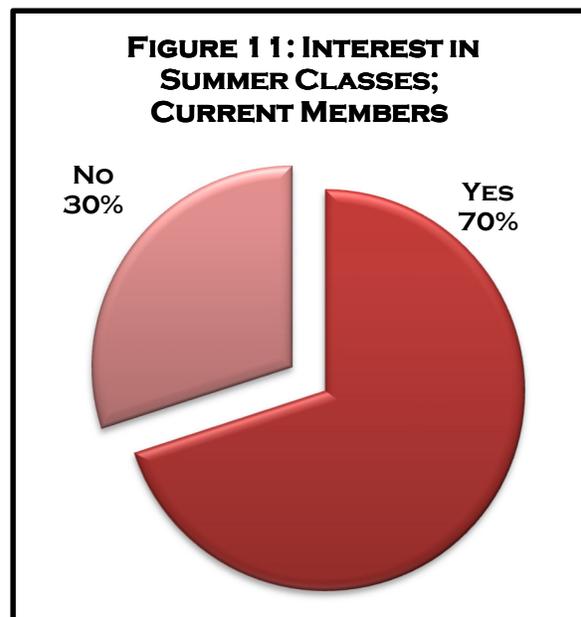
**TABLE 3:
DESIRED CLASSES TO ADD TO PROGRAM**

	CURRENT	FORMER
	YES	YES
SOCIAL SCIENCES	74%	54%
LITERATURE	57%	63%
ART HISTORY	50%	48%
SCIENCE & MATH	42%	41%

MUSIC HISTORY /THEORY	36%	22%
POPULAR CULTURE	34%	33%

We asked the members to write in any classes they would like to add to the OLLI program, we received a variety of answers. Each of the following areas was recommended multiple times, in order of times suggested: History (16), Religion (7), Science (7), Politics (6), Psychology (6), Language Arts (5), Middle Eastern studies (5), and Spanish culture (5).

Interest in summer classes (Figure 11): OLLI administrators do not currently offer classes during the summer, but they are considering doing so. As a consequence, they are very interested in gauging members' interest in enrolling in summer classes. We asked current members if they would like to take classes in the summer. A majority (70%) indicated that they would be interested in taking summer classes.



We also asked current members if they would like to see any class repeated, (since OLLI does not generally repeat them), and we received a variety of answers. The courses listed multiple times, in order of popularity, are; Astronomy (4), any class with Bill Garlington (4), Mark Raften “love and loss” (3), psychology (3), and atheism (2).

6. *Member Satisfaction*

The level of satisfaction among OLLI members is a central concern that we addressed in our survey. Members of OLLI, both current and former, were asked several questions about their level of satisfaction in specific areas of OLLI programs: format, location, selection, quality of classes, class schedules, parking, transportation, professor knowledge, professor attitude, and membership fees. The questions were presented to both the current and former members.

Satisfaction with OLLI program, current members (Table 4): Within our survey the choices for response of satisfaction, (shown in Table 4) were extremely dissatisfied, dissatisfied, neutral, satisfied, and extremely satisfied. The responses from current members indicate overwhelming satisfaction with all areas of the OLLI program. Means for all items indicated that, overall, students range from satisfied to extremely satisfied for all of them. Moreover, a majority of students indicated that they are extremely satisfied for six of the ten items. Regarding the format of classes, 52% indicated that they were extremely satisfied, 38% satisfied, 10% neutral, and both dissatisfaction categories at 0%. For the current members we had similar findings for all categories with a few outliers. For the issues of class quality, professor knowledge, and professor attitude, members indicated extreme satisfaction at high rates (72%, 87%, and 83%, respectively). For class format, location, and class selection, slightly more than half indicated extreme satisfaction.

For each issue, we also calculated the mean of responses, which range from 1 (representing extremely dissatisfied) through 5 (representing extremely satisfied). That overall average gives a summary measure that makes it easier to compare across issues, and identify where efforts might best be expended. However, it is clear that satisfaction levels are generally high throughout. The only two issues with substantial room for improvement are transportation and parking, over which OLLI has comparatively little influence.

**TABLE 4:
SATISFACTION WITH OLLI PROGRAM (CURRENT MEMBERS)**

CURRENT						
	EXTREMELY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	EXTREMELY SATISFIED	MEAN
QUALITY OF CLASSES	0%	0%	5%	23%	72%	4.93
PROFESSOR KNOWLEDGE	0%	0%	1%	11%	87%	4.86
PROFESSOR ATTITUDE	0%	1%	1%	15%	83%	4.80
FORMAT OF CLASSES	0%	0%	10%	38%	52%	4.43
SELECTION OF CLASSES	0%	0%	11%	37%	52%	4.40
LOCATION OF CLASSES	0%	3%	17%	29%	51%	4.27
CLASS SCHEDULE	0%	0%	17%	40%	42%	4.24
FEES	0%	2%	20%	40%	38%	4.13
TRANSPORTATION	3%	3%	23%	37%	33%	3.94
PARKING	10%	17%	31%	23%	19%	3.24

Satisfaction with OLLI program, former members (Table 5): Responses from former students indicated a substantially different pattern, with satisfaction levels varying substantially more than those of current members. The patterns still lean toward overall satisfaction but are much more spread out among all of the choices. Location of classes, professor knowledge, and professor attitude had higher levels of satisfaction and extreme satisfaction than any other areas. We again calculated the mean to find the average response to each category and resulted in the highest level of satisfaction in the areas of location and quality of classes, and in the professor's

knowledge and attitude. This leads us to conclude that the classes themselves are what members really judge their level of satisfaction around.

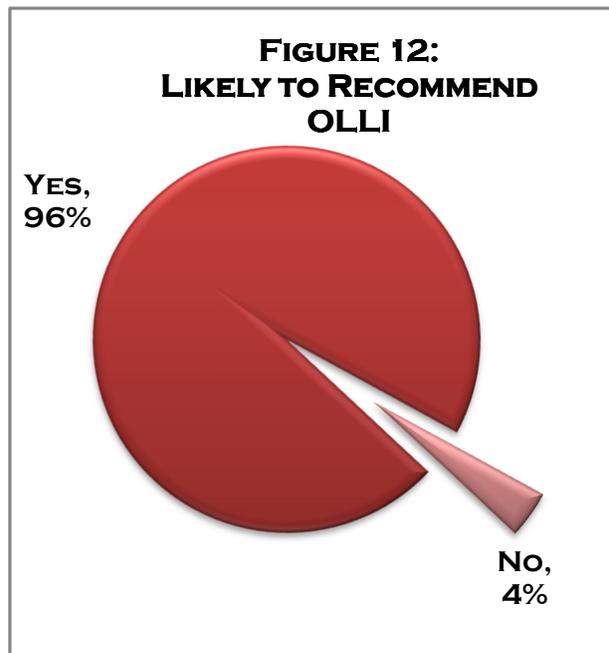
The category of neutral varied as well between current and former members, with many responses in the areas of location of classes at 16%, class schedule at 17% and parking at 31% in the current members data. In the former members survey neutral area with high responses were; selection of classes at 40%, parking at 42%, transportation at 32%, and fees at 36%. The neutral category depicts the member's personal preference more so than any real pattern for true satisfaction in the specific areas.

**TABLE 5:
SATISFACTION WITH OLLLI PROGRAM (FORMER MEMBERS)**

FORMER						
	EXTREMELY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	EXTREMELY SATISFIED	MEAN
PROFESSOR KNOWLEDGE	2%	5%	2%	52%	39%	4.20
PROFESSOR ATTITUDE	2%	2%	12%	47%	37%	4.13
FORMAT OF CLASSES	2%	5%	23%	44%	26%	3.86
QUALITY OF CLASSES	2%	7%	21%	48%	23%	3.81
LOCATION OF CLASSES	7%	15%	21%	22%	35%	3.63
SELECTION OF CLASSES	2%	12%	40%	33%	14%	3.44
CLASS SCHEDULE	5%	12%	36%	36%	12%	3.38
FEES	4%	11%	35%	35%	15%	3.44
TRANSPORTATION	15%	15%	32%	15%	22%	3.17
PARKING	14%	12%	42%	14%	19%	3.11

When we look at areas indicating the highest levels of dissatisfaction, parking received the highest percentage of responses, along with transportation in both the current and former surveys. Parking is a major factor in taking classes; specifically classes held at the CSUCI campus because the numbers of parking spaces are limited, so while we are not surprised with this response rate to the category, it is something that does effect the overall satisfaction for OLLI members. The question of member's satisfaction is a good predictor of how the program is doing overall and what areas they might want to look to make improvements. It is clear that the survey found that OLLI members are mostly satisfied with the way that the program is being run. It is also was clear that current members are more satisfied overall than former members. This is somewhat predictable considering that the former members have left the program however, we do have data to support that there experience with OLLI overall was mostly positive.

Likely to recommendation OLLI (Figure 12): In the survey for former members a question about recommending the OLLI program was included to find out whether even though the member had left the program if they would recommend OLLI to a friend. The responses were 96% said yes and 4 % answering no. This was thought to give us insight into how the former members felt about OLLI after leaving the program. We predicted that this would tell us that many of the members left the program not because they were unsatisfied with OLLI but due to other factors such as health problems or family issues. We found that the members responded with an extremely positive yes. This information tells us that even though members had to leave OLLI they are still happy to spread the word that OLLI is worthy of praise. It also may indicate that many members would come back if their reasons for leaving were to be resolved.



7. ***Extracurricular Activities***

OLLI programs differ widely in terms of the types of programs that they offer to members. Some tend to be dominated by recreationally-oriented classes. At CSUCI, the OLLI program emphasizes courses that are academic in nature. Recognizing the potential interest in expanding the kinds of programs offered, OLLI has sponsored various types of social events. Those efforts have had mixed responses in the past. Consequently, OLLI administrators were interested in gauging members' interest in various types of social events – both to retain current members and potentially to lure back former members.

Interest in social events (Table 6): To assess the level of interest, we asked both current and former students which types of social events or extracurricular activities they might be interested participating in, if OLLI were to offer them. We inquired about a variety of activities, including class-based field trips, guest lectures on the CSUCI campus, multi-cultural exhibits and events, book signings, concert or theater productions, domestic travel programs, foreign travel programs, trips to art and natural history museums, dances and dinners, and coffee mixers. *Table 6* presents responses regarding each of those activities.

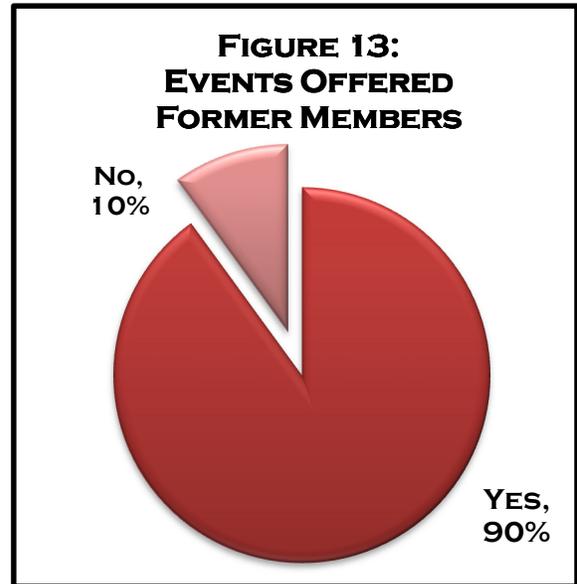
Of the ten activities listed, a majority of current and former members indicated interest in four: class-based field trips; guest lectures at the CSUCI campus; and trips to art natural history museums; and concerts and theater events. Between a third and a half of respondents indicated interest in foreign and domestic travel programs and multi-cultural events. Less than a third indicated interest in book signings, coffee mixers and dances and dinners.

In order to improve enrollment or lure back former members, it may seem feasible to offer some of these extracurricular activities; either as an outside of classroom social event, or even construct a few new classes that pertain to the suggested activities; for example, a class that takes field trips to local museums, such as the Getty or the Los Angeles Museum of Natural History. There is a vast number of museums in Southern California that are accessible within a couple of hours driving, so it would seem to be a good opportunity to take advantage of these cultural resources.

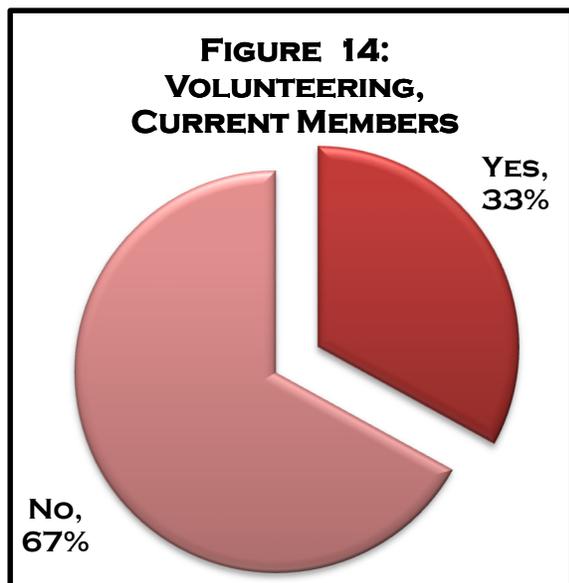
**TABLE 6:
INTEREST IN SOCIAL EVENTS**

	CURRENT (YES)	FORMER (YES)
GUEST LECTURES AT CSUCI	76%	58%
CLASS-BASED FIELD TRIPS	71%	61%
MUSEUMS (ART, HISTORY, SCIENCE)	64%	51%
CONCERTS/ THEATER	54%	61%
DOMESTIC TRAVEL	47%	33%
FOREIGN TRAVEL	40%	39%
MULTI-CULTURAL EVENTS	36%	45%
BOOK SIGNINGS	20%	27%
COFFEE MIXERS	18%	16%
DANCES AND DINNERS	10%	4%

Interest in extracurricular events, former students (Figure 13): In order to more directly gauge the potential for social/extracurricular events to lure back former students, we directed an additional question to former members. The question asked if social events were to be offered, whether respondents would consider returning to OLLI. The overwhelming majority (90%) responded positively, indicating a very promising program element for OLLI administrators. It should be noted that these statistics are based on the total number of former members who answered this question (48). Overall, then, it appears that former members would be very interested if OLLI were to offer these extracurricular events, either as outside social activities or as a structured classroom experience.



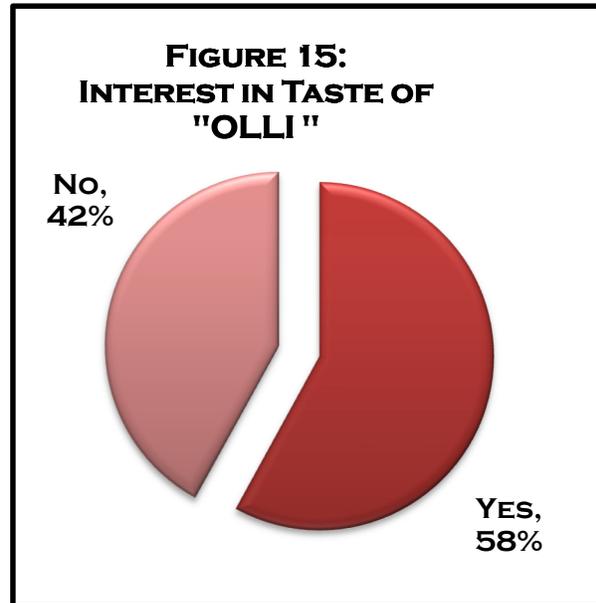
Interest in Volunteering (Figure 14): One additional way of cultivating member involvement, while helping to sponsor extracurricular programs, is to request members to volunteer to assist with certain events. When we asked if current members would be willing to assist in planning or setting up any extracurricular activities or social events, the majority (67%) responded negatively; a third of members responded affirmatively. Even though the overall



responses are negative, out of the 106 current members who responded, that represents 35 people who indicated an interest in volunteering to organize those outside activities, representing a very solid core of people willing to help out. In any group, we might reasonably only expect a minority to volunteer, and most volunteer committees consist of only a hand full of members. So it might be feasible to encourage some social activities on a trial basis to see what kind of response may come from the membership.

One could also offer social activities to the former members, either by newsletter or via the database, to lure them back to OLLI.

Interest in "Taste of OLLI" event (Figure 15): In surveys sent to former members, we asked if they would be interested in the "Taste of OLLI" mini courses offered during the summer. The "Taste of OLLI" is a set of mini-courses offered to the public through the CSUCI Extended University Center, in Thousand Oaks. These mini-courses provide superior intellectual enrichment in a variety of short one day classes. The cost of these classes was very minimal, at \$15 per class or the whole series for only \$100. Responses indicated that a majority of respondents (58%) were interested. The survey packet for former members included a pamphlet describing the courses, including an enrollment form. Hopefully those members who do end up enrolling in these short courses will be reminded how much fun it is to continue in the lifelong learning process, and will again become members of CSUCI OLLI.



Recommendation for Increasing Enrollment

It is the recommendation of the authors of this report that if OLLI were to offer either class-based field trips to museums or guest speakers to campus it may increase interest in enrollment. We also recommend asking current members to get involved in organizing social events, which may be of help to the OLLI staff as well as develop a bond between members, staff, and faculty. Also we recommend continuing to offer the "Taste of OLLI" courses to former members through the newsletter or database mailings, just to remind them that OLLI is there for them in case they would like to return. It may also be an advantage to increase enrollment if you were to offer "Taste of OLLI" (year round) in other areas of the county, including Ventura and the Simi Valley areas.

PART III: APPENDIX

APPENDIX 1: QUESTIONNAIRE FOR CURRENT MEMBER SURVEY



Dear OLLI member,

We are CSU Channel Islands Sociology students conducting a survey of OLLI members designed to assess your satisfaction with the OLLI program and how it is delivered to you. Your participation will help OLLI directors to find ways to better serve students' collective needs. The questionnaire below should take no more than 10-15 minutes to complete. While we greatly appreciate your participation, you are under no obligation to complete the survey. The information that we collect will be completely anonymous and confidential.

When you have completed the questionnaire, please deposit it in the box provided for your class. If you are not able to complete the questionnaire today, we will also have the box available for depositing completed questionnaires at this class next week. If you have already completed this survey as a student in another OLLI class, please do not complete another questionnaire.

This research has been approved by the CSU Channel Islands Institutional Review Board (IRB). If you have any questions or concerns about the research, please contact the IRB at 805-437-8898, or irb@csuci.edu.

1. Please indicate your age in the appropriate category below.

- 50-54
- 55-59
- 60-64
- 65-69
- 70-74
- 75-79
- 80-84
- 85 and above

2. Please indicate your gender:

- Male
- Female

3. What is the highest level of education that you have achieved?

- Did not complete high school
- High school graduate
- College graduate (Bachelors degree)
- Graduate or professional degree

4. Please indicate the city in which you currently reside:

City: _____

5. What is your current employment status?

- Full time
- Part time
- Not currently employed/ Retired?

6. How many years have you been an OLLI member (including the current year)? _____.

7. How many classes are you enrolled in this semester? _____.

8. Please rate each of the following items in terms of how important it was in your decision to take classes with OLLI:

	Not Important	Somewhat Important	Very Important
Learn something new	1	2	3
Entertainment	1	2	3
Social interaction	1	2	3
Stimulate thinking process	1	2	3

9. At which OLLI classroom facility do you take the majority of your classes?

- Ventura
- Thousand Oaks
- Ojai
- Oxnard
- CSUCI
- Simi Valley
- Carpinteria
- Santa Barbara

10. How did you first learn about OLLI?

- Internet
- Friend
- Catalog
- Media advertisement
- Community event
- Social group or church
- Senior center

11. For each of the following items, please indicate your level of satisfaction by marking the appropriate number on the following scale from 1 (extremely dissatisfied) to 5 (extremely satisfied):

	Extremely Dissatisfied		← →		Extremely Satisfied
Format of classes (including length, etc.)	1	2		3	4 5
Location of classes	1	2		3	4 5
Selection of classes	1	2		3	4 5
Quality of classes	1	2		3	4 5
Class Schedules	1	2		3	4 5
Availability & convenience of parking	1	2		3	4 5
Convenience of location & transportation	1	2		3	4 5
Professors knowledge of subject	1	2		3	4 5
Professors Attitude in class	1	2		3	4 5
Fees	1	2		3	4 5

12. Which of the following is the most important issue for you in determining which classes you enroll in?

	Not Important	Somewhat Important	Very Important
Professors	1	2	3
Subject matter	1	2	3
Schedule	1	2	3
Location	1	2	3
Others enrolled in the class	1	2	3

13. Which of the following modes of transportation do you use most often to attend OLLI classes?

- Bus
- Drive
- Carpool
- Other: _____

14. OLLI is interested in knowing the general areas in which members would like to see additional classes. Please check any of the boxes below if you would like to see additional classes offered in that area.

- Art History
- Literature
- Science and Math
- Social Sciences
- Music History and Theory
- Popular Culture (e.g films)

Are there any additional areas or specific course topics that you would particularly like to see addressed in an OLLI class? If so, please write it in the space provided below.

15. Would you be interested in taking classes during the summer months (June through August)?

- Yes
- No

16. OLLI has not previously repeated any courses within a two year span. Are there any courses offered in the past that you would like to see offered again? If yes, please name the course(s).

17. OLLI would like to know which types of extracurricular activities (if any) that you might like to participate in outside of or in addition to your classes. Please check any of the activities listed below that you would be interested in participating in were it offered by OLLI. (Check all that apply.)

- Class-based fieldtrips
- Guest lecturers on CSUCI campus
- Multi-cultural exhibits or events
- Book signings
- Concerts/ Theater productions
- Domestic travel programs
- Foreign travel programs
- Museums art, history, science and industry etc.
- Dances and dinners
- Coffee mixers

If you have additional ideas regarding events that you would like to see OLLI sponsor, please indicate below in the space provided:

18. Would you be willing to volunteer to assist in planning or setting up any events?

- Yes
- No

If you would like to volunteer please contact Marty Kaplan at: marty.kaplan@csuci.edu.

Thank you for participating in this survey!

APPENDIX 2: QUESTIONNAIRE FOR FORMER MEMBER SURVEY



Dear Former OLLI Members,

We are CSU Channel Islands Sociology students conducting a survey for the CSU Channel Islands Osher Lifelong Learning Institute (OLLI). We are contacting former OLLI members to find out some of the areas of satisfaction and dissatisfaction with the programs offered by OLLI and how they were delivered to you. The survey is being conducted as a service learning project to help OLLI better serve the community's needs, so your participation in the research will help OLLI directors find ways to do that. The questionnaire below should take no more than 10-15 minutes to complete. While we greatly appreciate your participation, you are under no obligation to participate. The information that we collect will be completely anonymous and confidential.

When you have completed the survey please place it in the pre-paid return-addressed envelope provided for you. To be included in the findings, please return by March 25th.

This research has been approved by the CSU Channel Islands Institutional Review Board (IRB). If you have any questions or concerns about the research, please contact the IRB at, 805-437-8898 or irb@csuci.edu.

1. Please indicate your age in the appropriate category below:

- 50-54
- 55-59
- 60-64
- 65-69
- 70-74
- 75-79
- 80-84
- 85 and above

2. Please indicate your gender:

- Male
- Female

3. What is the highest level of education you have achieved?

- Did not complete high school
- High school graduate
- College graduate (Bachelors degree)
- Graduate or professional degree

4. Please indicate the city in which you currently reside?

City: _____

5. What is your current employment status?

- Full time
- Part time
- Not currently employed/ Retired

6. How many years were you a member of OLLI? _____

7. Over the years of your membership, approximately how many classes did you take with OLLI? _____

8. Which of the following was the main reason that you took classes with OLLI?

- For social interaction
- To learn something new
- For entertainment
- To stimulate thinking process

9. OLLI is particularly interested in learning the reasons that you are no longer a member?

Please check all of the items below which contributed to your decision to cease your OLLI membership. (Check all that apply)

- Life changing events
- Transportation issues
- Health reasons
- Lack of interest in classes
- Class schedule
- Classes offered
- Other

If there were any additional reasons for discontinuing your membership, or any issues that you would like to make OLLI directors aware of, please write that in the space below.

10. How did you first learn about OLLI?

- Internet
- Friend
- Catalog
- Media Ad
- Community Event
- Social Group or Church
- Senior Center

11. Where did you take the majority of your classes?

- Ventura
- Thousand Oaks
- Ojai
- Oxnard
- CSUCI
- Simi Valley
- Santa Barbara
- Carpinteria

12. Which of the following was the most important issue for you in determining which classes you enrolled in?

	Not Important	Somewhat Important	Very Important
Professors	1	2	3
Subject matter	1	2	3
Schedule	1	2	3
Location	1	2	3
Others enrolled in the class	1	2	3

13. What was your mode of transportation to OLLI? (Check all that apply)

- Bus
- Drive
- Carpool

14. For each of the following items, please indicate your level of satisfaction by marking the appropriate number on the following scale from 1 (extremely dissatisfied) to 5 (extremely satisfied):

	Extremely Dissatisfied		← →	Extremely Satisfied	
Format of classes (including length, etc.)	1	2	3	4	5
Location of classes	1	2	3	4	5
Selection of classes	1	2	3	4	5
Quality of classes	1	2	3	4	5
Class Schedules	1	2	3	4	5
Availability & convenience of parking	1	2	3	4	5
Convenience of location & transportation	1	2	3	4	5
Professors knowledge of subject	1	2	3	4	5
Professors Attitude in class	1	2	3	4	5
Fees	1	2	3	4	5

15. OLLI would like to learn which areas or topics the community is particularly interested in having classes address. Please check the boxes below which represent areas that you are most interested in learning about:

- Art History
- Literature
- Science and Math
- Social Sciences
- Music History and Theory
- Popular Culture (e.g films)

If you could recommend one topic for a class that would be most likely to attract you to rejoin OLLI (outside of any other considerations), what would that class be?

16. OLLI would like to know which types of extracurricular activities (if any) that you might like to participate in outside of or in addition to your classes. Please check any of the activities listed below that you would be interested in participating in were it offered by OLLI. (Check all that apply.)

- Guest lecturers on CSUCI campus
- Multi-cultural exhibits or events,
- Book signings,

- Concerts/Theater Productions
- Domestic travel programs
- Foreign travel programs
- Museums art, history, science and industry etc.
- Dances and dinners
- Coffee mixers
- Class-based fieldtrips

17. If these events would be offered, would you consider returning?

- Yes
- No

18. Would you recommend OLLI to a friend?

- Yes
- No

If not, it would be very helpful to OLLI to know the reason why. Please explain your reasons in the space below:

19. Would you be interested in participating in our Taste of OLLI mini courses as a way to sample the OLLI program? (Please refer to the pamphlet attached)

- Yes
- No

Thank you for your willingness to participate in this survey!