

Instructional Program Review Report

Sierra College, Spring 2013

Department/Program Name: Osher Lifelong Learning Institute (OLLI)

Date Submitted: 2/14/13

Submitted By: Rebecca Bocchicchio

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible concerning the present and future of the program to assess and recommend the resources needed to keep the program viable and robust.

Please attach your Department Statistics Report and your ePar Report when sending in your Program Review. NOTE: There is no DSR available for OLLI.

1) Relevancy: This section assesses the program's significance to its students, the college, and the community.

1a) To provide context for the information that follows, describe the basic functions of your program.

The Osher Lifelong Learning Institute program provides life-long learning opportunities for the community's senior citizens (50+). In 2007, the program received a \$1 million endowment from the national OLLI and is currently funded through distributions from the endowment, income from membership fees, and some general-fund district support. OLLI offers two basic types of activities: non-credit classes, which are free to students, and Club OLLI lectures, which require a membership fee. Non-credit classes include offerings in business, drama, English, and Music; Club OLLI courses cover wide-ranging topics including film studies, local history, music, travel, and philosophy. Club OLLI also offers health and wellness classes like Mahjongg and Tai Chi. There are OLLI courses at all four district sites as well as other community venues like the Twelve Bridges Library and Eskaton Village in Roseville. The attached Spring 2013 brochure provides a complete listing of the current offerings.

1b) How does your program fit within the district mission, as quoted below?

"Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and life long learning. The College's programs and services encourage students to identify and to expand their potential. Sierra College students will develop the knowledge, skills and abilities to become engaged and contributing members of the community."

Sierra College OLLI mission statement:

“Osher Lifelong Learning Institute at Sierra College serves the Sierra College District mature adult community by providing intellectually challenging lifelong learning opportunities.”

From the national Osher Lifelong Learning Institute:

“Non-credit educational programs specifically developed for seasoned adults who are aged 50 and older; university connection and university support; robust volunteer leadership and sound organizational structure; and a diverse repertoire of intellectually stimulating courses.”

The OLLI program clearly fits within the district mission, as it is the very definition of “life-long learning.” All OLLI non-credit and Club OLLI courses are aimed at seniors. With for-credit classes losing their repeatability and thus reducing the opportunities for seniors to enroll, OLLI remains the one program within the district that offers an ongoing way for seniors to continue intellectual exploration and stay engaged with their peers.

1c) Program offerings align with which of the following mission categories (check all that apply):

- Transfer Career Technical Education
 Basic Skills Personal Development/Enrichment Lifelong Learning

1d) Please analyze the role of your department’s programs and offerings in supporting the categories marked in 1c above; please provide evidence in support of this analysis. If any of the following apply to your program, please address them in your analysis.

- **The number of degrees, certificates, and/or licenses your department has generated**
 - **The alignment of these awards with the district’s mission and/or strategic goals. (See the district “Awards Data File, available from Research and Planning, for your numbers).**
- **Job placement or labor market information for your program’s awards and licenses.**
- **The contribution your program makes to student transfer.**
- **Participation in basic skills programs.**

As OLLI is an entirely non-credit and not-for-credit life-long learning program, none of the bulleted points apply. In 2011/12, the program offered 45 Club OLLI classes, and 30 non-credit courses, serving 37.7 FTES. Club OLLI has over 400 members as of February 2013.

- 1d) Optional Additional Data: Comment on any other relevance to district goals, mission, values, strategies, etc., that your program provides that are not incorporated in the answers above. Consider, for example, contributions to diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.**

The OLLI program offers the district an important bridge to our local senior population. It brings to campus people who otherwise would likely not ever visit us and provides an additional way for our older community members to become involved with Sierra College and feel a sense of engagement and connection with our campuses.

- 2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Considering the information provided on your Department Statistics Report (DSR), comment on the currency of your program's curricula. If your course currency is below 100%, describe why this is and your department's specific plans to remedy this problem. [3b?] Please describe your process for evaluating and revising curriculum, including the use of SLOs.

No DSR is generated for OLLI. The Instruction Office reports that with the exception of one course, OLLI is current in its non-credit curriculum. Keeping curriculum current for OLLI can be a challenge because even though the courses bear the name of an instructional department (i.e. Drama 809), the courses are scheduled and taught completely outside of the department purview. The program recruits appropriate full-time faculty to revise curriculum as needed. We will work to complete the remaining class this semester (Spring 13).

2b) Student Learning Outcomes Assessment: Considering the information provided on your Department Statistics Report (DSR), comment on your program's progress in assessment of SLOs, analysis of results, and improvements/changes made to the program. Please provide specific data and analysis in the space provided.

This is an area in which there is still much work to be done. Because of the unique structure of the OLLI program, the process of establishing and assessing outcomes is just beginning.

2c) Professional development: Describe how your department’s planned activities and professional development efforts serve to improve teaching, learning and scholarship. Please be sure to include flex activities, departmental meetings and activities, conferences, and the like.

The OLLI program doesn’t function like a normal department; it is guided by an advisory board made up of community members who are involved in the program either as teachers or members, managed by one academic administrator who oversees OLLI as one of many departments in her area, and supported by one administrative assistant who has 50% of her time allocated to OLLI. The Advisory Board has been meeting approximately three times a year; we intend to increase that to 4-5 times a year. Additionally, we are organizing a retreat during which we will consider the program’s mission and goals and strategize about how to increase Club OLLI membership. The Osher Institute holds a national conference every 18 months; Shari Smith and Rebecca Bocchicchio attended in October 2013 to network with staff from other programs and gather ideas. As non-credit or non-for-credit instructors, those who teach in OLLI are not eligible for flex credit, travel reimbursement, etc.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program’s effectiveness and explain why.

Enter comments regarding outcomes assessment here.

3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the trends in your program’s data. Address separately the data for on ground and on-line course. Comment on the significance of the trends as well as the challenges experienced within the program. If you see a need to improve the statistical trends, outline a plan that will achieve the changes you are seeking. Please refer specifically to the data in your Department Statistics Report, as supplied by the Research and Planning Office, in supplying your answer.

This section doesn’t apply, as no grades are issued in non-credit classes, there is no success or retention to track.

3b) Enrollment Trends: Identify and explain the enrollment trends in your program's data. Address separately the data for on ground, on-line, and enrollment at the various centers. Comment on the significance of the trends as well as the challenges experienced within the program. If you see a need to improve the statistical trends, outline a plan that will achieve the changes you are seeking. If applicable, comment on both the past performance and the future direction of the program as a whole as well as by location and mode of delivery. Please refer specifically to the data in your Department Statistics Report, as provided by the Research and Planning Office, in supplying your answer.

Sierra College's OLLI program continues to offer two distinct types of activities: non-credit courses and Club OLLI courses. The non-credit courses provide the college with 50% of the apportionment granted for credit courses, but the types of classes we can offer as non-credit are closely regulated by the state. Additionally, it's very possible that the state will enact further restrictions on non-credit education. For the past several years, we have increasingly turned our focus to the Club OLLI classes and plan to continue that shift as the Club OLLI budget allows. Club OLLI is self-supporting through its \$100 annual membership fee and, occasionally, a specific fee for an activity class. We are able to offer a much wider range of courses through Club OLLI, so between it and the tuition-free non-credit classes we can offer an interesting and varied range of opportunities for our senior students.

Although the total number of OLLI offerings has remained fairly steady over the past several years, the total non-credit FTES has declined in proportion to Club OLLI's growth. This is partially in response to the district's workload reductions over the past two years and partially because of the advisory board's desire to see a wider range of classes than the state allows for non-credit. From a high of 30 FTEF with 1 total FTEF in Fall 2009, OLLI had an FTES of 9.3 with .04 FTEF in Fall 2012.

Currently, Club OLLI has 400 unduplicated paying members. This is a significant increase over our enrollments at the same time last year. Our headcount last year (272) still included some members who were finishing out their memberships at \$35 annually. The last of those memberships expired by the end of 2011, so all of our members are now paying the full \$100 annually. It's worth noting that our year-to-date revenues from Club OLLI, only seven months in, have already matched the revenues for the entire 2011-12 year. While the majority of our members join for the full year, we generally experience modest influx of members for our second fall session and another in January when they can join for the spring offerings at a reduced rate (\$60) for the remainder of the year.

Members receive a Club OLLI membership card once they join and are sent renewal letters beginning two months prior to the expiration date. Club OLLI members are entitled to attend as many Club OLLI activities and classes as they wish over the course of the year. During 2011, the focus was on managing the transition from \$35 annual memberships, beginning any month, to a \$100 annual membership running from August 1-July31. We are now focusing on growing the Club OLLI membership numbers; as part of this drive, in Fall 2012 we offered a “bring a guest” pass to each member. With this pass, a member can bring someone new to any Club OLLI activity. We collect contact information on the pass and will follow up with membership information. The Advisory Board will continue to monitor the membership data and make any adjustments as necessary to either our fees or our recruitment.

3c) Productivity: Comment on how the program contributes to overall district productivity. Comment on the significance of the trends as well as the challenges experienced within the program. If you believe the statistical trends need improvement, outline a plan that will achieve the changes you are seeking.

Because of the high enrollment caps, the productivity for OLLI’s non-credit courses far exceeds the district average.

Spring 2012: 836

Fall 2012: 650

3d) Analysis and Planning: Referring to your ePar Report of Goals, Strategies, Actions, and your assessment of SLOs, comment on how your program plans to maintain or increase its effectiveness and whether it has taken actions to do so.

The program has four main goals in the coming year:

1. Increase Club OLLI membership to 500 by the end of 2014.

Two years ago, as the district’s FTES allocation declined, we began to move away from non-credit (free) OLLI courses to more Club OLLI lecture series; Club OLLI must be self-supporting, which meant we had to raise the membership fee. As a result, we lost membership, dipping from 500 to under 300. Since then, the Osher Institute has been pressuring us to get our membership back above 500, which they consider the minimum for an endowment. To do this, we need more aggressive marketing and recruiting.

2. Increase number of Club OLLI offerings at NCC to encourage membership growth.

As we have shifted away from non-credit (free) offerings to Club OLLI courses (fee based) at NCC, enrollments have declined. To encourage growth in the area, we are offering additional courses beyond what the membership numbers can support. While this strategy is not sustainable in the long term, we hope the additional classes will provide an enrollment boost that will enable us to permanently increase our offerings in the area. We will reevaluate at the end of the 2012/13 year.

3. Work with Advisory Board to increase member involvement.

While our advisory board is dedicated and hard-working, there is less “ownership” in the program from the general membership. Working with the board, we will develop strategies increase engagements.

4. Establish and assess SLOs for non-credit courses.

The program is behind in its development of SLOs. With a volunteer advisory board and non-credit instructors who are paid far less than credit faculty and have no grading or other obligations beyond the classroom, developing and assessing SLOs will be a major challenge in the coming semesters. We will need to develop creative approaches to assessment.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

You may add additional data here if desired:

4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals *by relating program needs to the assessments above.*

The OLLI program has three sources of funding:

1. The general fund, which pays for
 - a. The salaries of non-credit instructors
 - b. In-kind support (use of classrooms, etc.)
 - c. A small operating budget for supplies, mailing, etc.
2. The Osher Endowment, which requires us to take a distribution each July 1 equal to 5% of the previous year's opening endowment balance
3. Program income generated through Club OLLI memberships

Last year-end value of Osher Endowment: \$1,010,107.27 (as of 6/30/12)

Annual rate of return: 1.0%

Amount distributed January 2013: \$52,131.82

On August 22, 2012, we requested and received permission from the Osher Foundation to invade the principal of the endowment as a 5% distribution (based on the fund balance as of 6/30/11) will cause the account balance to dip below the original endowment amount. We hope the market will recover sufficiently next year to allow us to take the distribution without further invasion of corpus.

While the district provides support for the non-credit courses, the not-for-credit Club OLLI courses must be entirely self-sufficient. This requires a delicate balancing act: we must offer enough Club OLLI courses to make membership appealing, but the cost of offering those courses can't exceed the income generated by the membership fees. Our efforts at NCC are a good example of this: we have offered a few Club OLLI courses at NCC, but enrollments have not been strong because few members live in the area. However, to attract more area members, we have to offer a robust set of courses . . . which we don't currently have sufficient area membership to support. So we are essentially running NCC at a deficit this year as an investment in the program's future in Nevada County.

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency.

Although our long-term trend is to shift offerings away from non-credit and toward Club OLLI, the self-supporting nature of Club OLLI means that offerings are limited by the total membership revenue each year. In 2011/12, the ratio of Club OLLI to non-credit remained essentially unchanged from the prior year. As we grow the Club OLLI membership, we will increase those offerings proportionally.

For members unable to afford the \$100 membership fee, we have developed a process and a special budgetary niche which will allow us to support those folks who might otherwise be unable to continue with the OLLI program.

One challenge that we face is reaching "critical mass" at our NCC site: we have fewer Club OLLI members accessing our services in Nevada County, which means that it's harder to offer a variety of courses and keep the site self-sustaining. However, in a classic catch-22, without the offerings, it's hard to attract the new members we need to offer more classes. This fall, we scheduled more Club OLLI activities at NCC and let them run at lower than usual enrollments to boost enthusiasm and membership at the site. We plan to continue this approach through Spring 13 and will evaluate member numbers at NCC next year.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as specific sites. Include a projection of equipment and technology needs for the next three years as well as a justification for needs.

OLLI does not have dedicated facilities, so all of the program's classes are scheduled in rooms with adequate technology. As such, the program does not have specific classroom technology needs. However, the conversion to the integrated Banner software has caused multiple issues over the years; in particular, the registration processes (of necessity) are designed for credit students and often create obstacles for our student population.

The OLLI program is comprised of older adults from the ages of 50 to 93, many of whom do not use much online technology. Prior to Banner, our students enrolled with a paper registration form. While these were labor intensive to process, the forms were familiar and comfortable for our demographic. When Banner came online, our students were forced to register for the college through CCCApply. Once they get through the lengthy application process (which includes questions about their parents' income levels and where they went to high school), they have to register through mySierra for their classes. This is an easier process than the application but it still has its challenges and many students give up in frustration and call the office for help. OLLI does supply paper applications to students who do not have a computer or are not capable of completing it online. OLLI has spent many hours helping the frustrated students get registered for their classes. The process is far from optimal but we have been able to work around it.

In fall 2012 there was an upgrade to Banner and it now limits the number of classes an OLLI student can register for online under a single subject in the same semester. Since OLLI classes are noncredit and repeatable we have been able to offer several classes under one subject, i.e. Drama 809. OLLI students that are attempting to register online for a second section of the same class now get the following message - STOP! Not allowed to enroll in multiple 44506 classes in this term. The OLLI students now have to send in a paper registration form so A&R can override the error and register them in their classes. We now have students registering half online and half on paper. We have requested a workaround in programming, but there is apparently no way to fix the problem for non-credit classes without affecting the credit side as well. We will continue to seek solutions.

4c) Staffing: Comment on the adequacy of your program’s faculty, classified, and student help staffing levels for the overall District as well as specific sites. Include a projection of staffing needs for the next three years and justification for any increases.

Overall, the program would benefit from improvements to current staffing levels. Currently, half of Shari Smith’s salary comes from the district and the other half from the OLLI budget. However, the level of administrative support the program needs exceeds that 20 hours a week. Additionally, since the OLLI Program Manager was laid off in 2010, Shari has assumed duties that vary from those of a typical AA. An out-of-class request is pending. Ideally, the program would have 100% of an administrative assistant or classified program specialist.

4d) Facilities: Comment on the program’s fill rate and the adequacy of the facilities for the District as well as specific sites. Include a projection of facility needs for the next three years as well as a justification for any increases.

Sierra College continues its commitment to offering OLLI courses at each of its campuses. The OLLI program also continues to offer its courses at many community sites that are convenient to older adults, such as Lake Wildwood in Penn Valley—one of our newer and most popular OLLI sites.

While OLLI’s primary administrative office remains at Sierra’s Roseville Gateway campus, beginning last year the Liberal Arts Division office began serving as an auxiliary OLLI office. Shari Smith splits her time between the two sites. The Roseville site is open Tuesday and Friday, and on the remaining days Shari maintains contact with OLLI members through email and phone. From either location, Shari continues to provide an extremely high level of service to the OLLI program and its students.

Looking to the future, the District’s lease at Roseville Gateway ends in 2015, and all indications are that it will not be renewed. At that time, it is probable that we will need to bring the OLLI office entirely to the current Liberal Arts Division office. Since there is already a workstation for Shari, the main concerns are storage, which we have ample time to work out, and student access, which is more complicated. For example, parking at Roseville Gateway is free and spots are typically available close to the main entrance; the Rocklin campus requires a permit and parking is very congested during prime hours. This presents an obstacle to student access that we will need to overcome. Fortunately, we have several years to develop a transition plan.

5) Summary/Closing

5a) Evaluate the program's strengths, weaknesses, opportunities, and challenges. (Limit responses to 250 words or fewer.)

Strengths:

- Excellent administrative support from the program's AA
- Dedicated Advisory Board members who are invested in the program's success

Weaknesses:

- Lack of a third dean in the Liberal Arts Division means the program doesn't get the attention from the manager that it really needs

Opportunities:

- Increase student engagement with/ "ownership" of program

Challenges:

- Generating sufficient income from Club OLLI to support growth of Club OLLI classes
- Impending loss of Roseville Gateway
- Increasing membership to 500 per the Osher Foundation's guidelines

The shift away from non-credit classes will increasingly insulate the program from the vagaries of the state budget, enabling us to have a more stable and secure schedule of offerings. However, the need for Club OLLI to be self-sustaining does mean that a robust membership is needed to enable a wider range of classes. In the coming year, we will continue to work on increasing the total number of Club OLLI members, with a goal of reaching 500 members by the end of 2014. We anticipated a drop in membership when the annual fee was raised to \$100, but that trend reversed this past year and the numbers are recovering. In addition to the guest pass program we instituted this semester, our Advisory Board will consider other strategies for recruitment.

5b) Please provide any other information the Program Review Committee should consider that was not expressed in questions above.

Enter additional information here...

5c) How has the author of this report integrated the views and perspectives of those who have interests in the future of this program, e.g. full time and part time faculty, educational administrators, instructional assistants, classified staff, and students at Rocklin, Roseville Gateway, NCC and/or Tahoe Truckee?

This report was prepared by the area AEA and vetted through the program’s administrative support person. We will seek broader input in the next program review cycle.