

Road Scholar Lifelong Learning Resource Network

Administrator Survey, 2017-2018

(Released: June 20, 2018)

INTRO/METHODOLOGY

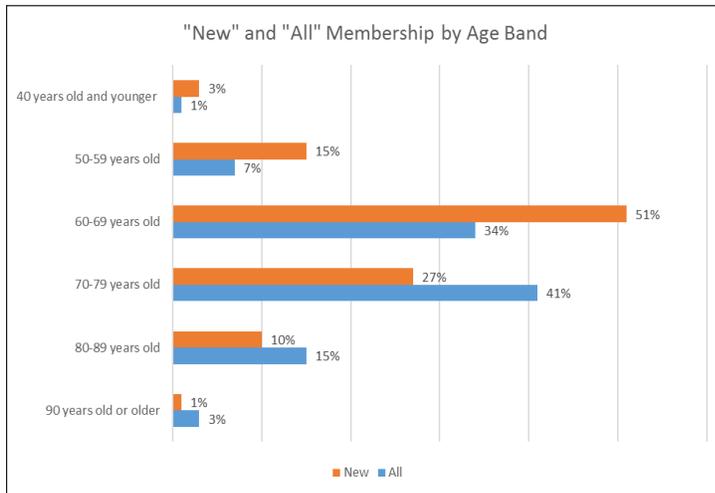
The Road Scholar Lifelong Learning Institute Resource Network conducted its second bi-annual Administrator Survey in the fall of 2017 and winter of 2018. The survey was completed by representatives from 63 LLIs across the United States. The reports has been prepared in two version. A general version of the report including top-line quantitative results is available to everyone. A detailed version including open-comments is available to the 63 LLIs that completed the survey.

I. MEMBERSHIP AND MARKETING

Average Mailing List Size. Responding LLIs reported an average mailing list size (including active, lapsed, and prospective members) of 1,456. The largest mailing lists numbered 9,000; the smallest, 70. Twenty-seven respondents said they had mailing lists of 1,000 or more.

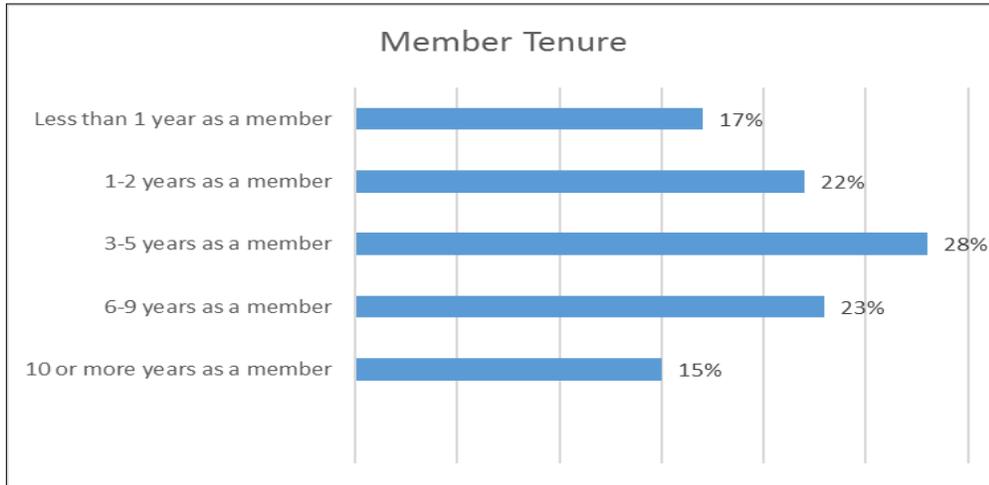
Average Membership. The survey asked “Approximately how many TOTAL active 12-month members does your LLI have, i.e. individuals who have, in the last 12 months, paid a membership fee, paid a course enrollment fee, or made a financial donation to your organization?” The average number of members reported was 799. The largest number of members was 4,200; the smallest, 40. Fifteen respondents reported membership exceeding 1,000.

Average New Members. The survey asked “Approximately how many NEW paid members does your LLI have, i.e. individuals who have, in the last 12 months, paid a membership fee, paid a course enrollment fee, or made a financial donation to your organization FOR THE FIRST TIME?” The average number of new members was 157. The largest number of new members reported was 1,000; the smallest, 6.



Average Age of All and New Members. Respondents were asked to estimate the distribution of both all and new members by age bands. That distribution is shown in the chart to the left.

The largest group of all members were 70-year olds, representing 41% of all members. The largest group of new members were 60-year olds, representing 51% of all new members. More than 2/3 (69%) of of all new members are under the age of 70.



Membership Tenure. The most common membership tenure is 3-5 years, representing 28% of all members. The distribution of members by tenure is shown in the chart to the left.

Marketing Effectiveness. Respondents were asked to rank three marketing methods for their effectiveness in attracting new members. Referrals from current members was reported as most effective, followed by free media.

Ranking of Marketing Methods	1st	2nd	3rd
Referrals from current members	49	5	1
Free media, i.e. articles or mentions in newspapers, on radio, or television, etc.	2	39	14
Paid media, i.e. paid advertising	4	11	40

Other Marketing (Respondents' Version Only). Survey respondents reported a significant variety of other marketing methods, including Physical Distribution of Flyers, Catalogs, etc., Outreach Events, and Social Media. Verbatim comments (lightly edited for clarity or to mask respondent using ***) are reported below:

Physical Distribution (10 mentions)

- Distributing over 800 course catalogs to different sites in the community each semester (libraries, senior living buildings, churches, YMCA, etc.).
- Distribution of our course book in public areas such as libraries, town halls, medical offices, etc.
- Catalog distribution to libraries, recreation centers, senior centers, and university alumni aged 64-68.
- Distribution of class brochures to libraries and other locations. Website. Outreach Committee has actively pursued outreach into the community leaving brochures at all the local public libraries and senior centers. We have been on number talk shows, both on radio and TV, and try to present at as many club meetings as possible.
- Local websites that allow free advertising to nonprofits; placing catalogs in medical offices, libraries, YMCAs; presentations at service organizations and church groups.
- Free catalogs at senior center, libraries, doctors' offices. Participation at senior events.
- Distribution of semester catalogs.

- Facebook, printed material in libraries, coffee shops, churches.
- Our members also distribute our brochures around town (YMCA, doctor's office, etc.). That works well.

Outreach Events (8 comments)

- We partner with Alumni Relations at *** to publicize *** and to invite local *** alumni to attend an outreach event (luncheon). Perhaps 15% of our new members come through this avenue.
- Presentations about LLI by the Executive Director or volunteers to local groups and clubs.
- Public expositions and meetings, such as Farmer's Market, Chamber of Commerce expos, Health symposium - any public meeting that will appeal to our age market.
- We are a relatively new LLI. To start a number of us spoke at various organizations—retired teachers groups, civic groups etc. The local newspapers did articles about the LLI. We also used Survey Monkey to gauge interest in programs.
- Free catalogs at senior center, libraries, doctors' offices. Participation at senior events.
- Speakers Bureau presentations to local interest groups.
- First Friday Downtown Event.
- We have a membership committee that canvasses for new members at Senior Fairs and Picnics, First Friday Art Walks, and other community events. We also have a free kickoff event where we encourage members to bring a guest and we register them at the event.

Social Media (5 comments)

- We have an active Facebook page that is updated regularly with posted events and photos from those events. Members contribute often to the FB page. We also use Evite (a free internet email invitation software) for inviting people to events, tabulating RSVPs and sending messages to potential guests. We also use Newsletter Manager Pro to send out announcements and updates in an e-newsletter format.
- We have become very active on social media. Our Facebook page generates a great deal of interest and we post events there regularly along with participant photos afterwards. We also have started using Evite software to send out event announcements and generate additional participations.
- WEBSITE AND FACEBOOK.
- Facebook, printed material in libraries, coffee shops, churches.
- Internet searches.

Concerns or Challenges Attracting New Members (Respondents' Version Only). We asked respondents in an open-ended question to list their biggest concerns or challenges regarding attracting new members to and retaining current members of their LLI.

Capacity/Resource Constraints (9 comments)

- Capacity of our classrooms and social environment.
- Them not being able to get into the classes they want because they are full.
- Running this program on a shoestring budget with part-time managers on each campus.
- Staff resources.

- Funding to properly pay staff.
- Classroom space for classes. The college is primary source plus Fairfax County facilities and local churches.
- Our biggest concern is the rapid growth of our program. More people means more waitlists but we are working to add more courses as well.
- Lack of space in programs.
- Available meeting space for courses.

Quality Programming (7 comments)

- Consistent quality of courses.
- Quality of programming matching expectations of members.
- Keeping programs fresh and appealing.
- Finding new and relevant topics.
- Good curriculum, study group leaders.
- Continuing to be able to offer a varied curriculum at moderate prices.
- MAINTAINING CURRENT HIGH-QUALITY PROGRAMMING.

Parking (5 comments)

Membership Fee Structure (Respondents' Version Only). We asked respondents to explain their membership/course fee structure in detail. It's safe to say that each fee structure is unique, but the approaches group broadly as follows:

Membership Only (28 comments)

- We have only Annual Membership. Our annual membership fee is \$125 per individual or \$200 for a couple. There is no per-course fee. Annual membership allows a member to attend as many courses as they would like. Members can get a parking pass for \$70/year that provides access to University parking garages and lots. Parking facilities are close to the buildings where our classes are held and that is important for our members.
- Semester \$215, Annual \$400 members can take as many classes as they want.
- We hold three class sessions per year: Winter (Jan-Mar), Summer (May-Jul), and Fall (Sep - Nov). Members pay a registration fee of \$45 per session and can take as many classes as they wish. There is no other membership fee. Some classes have a class fee for cost of materials. For the first time, we will be asking students to pay a \$3 fee to cover instructors' insurance costs for our movement classes. We may also have to pass along fees for space rental at outside venues in the future.
- Yearly membership of \$175. Entitles members to enroll for as many courses as they wish in two 7 week semesters, a 4 week summer program, and a 4 week winter intersession.
- Membership fee covers 8 classes plus 1 free class. The fee is payable/term (Spring and Fall). There is a winter thematic program. Field Trips and Special Events are additional charges. Winter and Spring Terms are \$100.00 Winter Program is \$75.00.
- Annual membership (good for 3 terms of school year: Fall, Winter, Spring): \$225 Single term membership: \$80.
- An annual membership is \$150/person for unlimited courses in all three sessions (Spring, Summer and Fall).

- \$35 annual membership course based 3 semesters.
- *** operates 2 13-week semesters and 1 4-week Summer session annually. We are a membership cooperative. Membership costs \$260/semester (\$90 for summer session) or \$445 for combined Fall/Spring. Membership includes the ability to take 5 courses (6 in Summer session) per semester and unlimited extracurricular activities; other member benefits include concerts, lectures, and travel. Instructors are volunteer members; they receive a \$30 discount on membership fees. Scholarship funds are also available.
- Semester based membership purchase. \$135 for semester for regular membership. Two semesters per year. Membership allows to enroll in up to 8 courses and an unlimited number of one-time lectures. Special event trips are additional cost. Occasionally a course has a materials fee but rarely and is paid direct to instructor. Associate membership, \$50.00 entitles you to attend Town & Gown Noon Lecture Series ONLY.
- We have an annual membership fee of \$250.00 (for year 2017-18). For this fee members can take as many classes as they want and can attend Brown Bag lecture events as well as special events which charge a minimal fee. Half year membership (Fall or Spring) is \$150.00.
- Our annual membership (which include Fall, Spring and Summer semesters) varies by campus from \$20 to \$35 for the year. All courses after payment of annual membership fee are FREE. There are occasional fees for supplies for courses.
- Yearly membership fee of \$160.00.
- Annual membership is \$225; semester membership is \$150. Special events (plays, trips, etc.) have an additional fee, based on cost.
- \$90 for a full year per individual \$110 for Spring semester only. Additional fee for tai chi. Additional fees for trips and luncheons. No per course fees.
- Membership Fees: Annual membership is from September 1 through August 31. Full-year membership \$72 per person. Retired *** faculty (check box if this applies) no fee, but spouse pays the regular fee. Half-Year Membership: New members joining December 1 or later pay a reduced fee during their first year (\$40 per person). One-Year-Plus Plan: New members joining between April 1 and May 12, 2018 pay \$77 per person to be a member until August 31, 2019 (\$72 after May 12). Renewal membership fees postmarked by September 9, 2017: \$60 per person; postmarked AFTER September 9: \$65 per person.
- We charge an annual membership fee that allows access to all courses offered for 12 months of when the payment is made. Individual membership is \$40 a year and a family membership is \$70 a year. Occasionally there are additional fees for course materials. Non-members have to pay \$5 per class.
- \$70 per semester.
- The annual membership fee is \$110.00. This has not changed in ten years. The membership fee pays for the rental of the monthly (9 sessions) Forum meeting space in the *** Cultural Center, *** campus of ***, the salary of one part-time administrator, a Forum coffee contract, classroom space in local churches, Insurance, etc. We do not charge for classes unless there is a cost of materials needed for the class. There are three class calendars for the year; Fall-Winter, Spring, and Summer. We have an annual December Holiday Party held at the Country Club of *** that is optional and this year's fee was \$45.00 for members. We had 125 sign up for this event. We have an annual *** Scholarship Fund drive which pays for as many as eight scholarships for *** students to assist in their further education.

- \$175 membership fee per year.
- \$40 per person per semester.
- Full year membership fee is \$210.00. Partial year membership fee is 145.00 for Summer, Fall, Winter & Winter, Spring, Summer. Partial year membership fee is 185.00 for Summer, Fall, Spring.
- Full-year membership. \$250 half year (new members only). \$125 associate member (no seminars). \$125 emeritus (audit courses only).
- \$75 annual fee gets you as many of our 70 courses per term that you can commit to attending. No course fees.
- Annual tuition with the option to register by the semester. Current tuition is \$1015 annual or \$665 for one semester.

Membership + Course Fee (17 comments)

- Membership fee is \$30 annually. Classes range in price from \$5 to \$45 depending upon how many sessions they are.
- Membership Fee is \$85 per year (provides 10% discount on course fees and 3 free lectures per year). Course Fees range from \$109 (full day workshop with lunch) to \$15 (1.5 hour lecture) per course.
- Memberships: \$35 for one term. \$55 for one year=2 terms. \$500 Lifetime membership. \$45 per 6 week course, \$35 for 3 week course.
- Membership is \$10/semester and courses are \$5/session.
- Annual membership=\$25; Individual course fees: \$16-\$24 each.
- Fall - \$40 membership fee and \$10/course. Spring - \$40 membership fee and \$10 course. Summer - \$20 membership fee and \$5 course.
- Annual membership runs from July 1 to June 30 - \$60. Fall term membership runs from July 1 to December 31 - \$35. Spring term membership runs from January 1 to June 30 - \$35. Tuition per course - \$35. Some courses, such as art classes, Japanese flower design, grilling carry material fees to cover the actual costs of materials provided. Special events are at no cost unless there is a fee necessary to cover the cost of the event (luncheons, tours).
- Membership fee of \$30 per member year (July 1 to June 30) with many free benefits. Fee-based course tuition runs \$17 to \$60 depending on course length. Excursions are priced by cost + \$22 per person per day.
- Annual Membership - \$35. 3 yr. membership - \$90. Per course fee \$25.
- Annual membership - \$60. Class fees: classes 5-8 weeks - \$50, classes 4 weeks - \$25.
- Membership fee: \$50 year. Courses: \$40 each. One-time events: Free - \$25, depending on the event.
- ANNUAL MEMBERSHIP: \$25 SINGLE, \$45 COUPLE PLUS COURSE FEE \$5 EACH PER QUARTER OR \$30 PER QUARTER FOR UNLIMITED COURSES THAT QUARTER. ANNUAL MEMBERSHIP INCLUDING ALL COURSES: \$130 SINGLE, \$250 COUPLE.
- \$50 for annual membership. \$5 for one session courses. \$10 for 2 - 6 session courses. Free for special interest groups. \$60 - \$100 for one day trips.
- \$25 lifetime membership; \$10 per course. Ours is a closed community, so only those who live in S*** are eligible to become members.
- \$50/year for membership; \$30/course.

- \$50 annual membership fee (due each school year, not prorated). \$55 course fee for courses in Fall, Winter, or Spring Terms (meets weekly for 8-9 weeks). \$35 for 4-week course (offer a few each year). Members may purchase a package which offers a per-course savings and allows for early registration: 6 courses, \$240; 9 courses, \$315; 15 courses, \$375. Course packages can be used in any combination over the three terms of the academic year. Summer, 4-week courses are \$35 and there is no membership fee.
- We have a \$35 fee per term/semester, which includes one-time lectures and some special events. Short courses that meet two or more times have a progressive fee, typically ranging from \$25-\$45.
- \$10.00 per course or register for 3 or more courses for \$30.00 per semester. The annual membership fee January 1 through December 30 is \$20.00.
- Free first-year membership, thereafter membership is \$20 for the academic year, July 1-June 30. No discount for mid-year membership. Each 10-hour course is \$35 with more or less hours being charged accordingly.
- Annual membership fee is \$45 single/\$80 for couple. Winter/Spring only fee is \$30 single /\$50 couple. All classes are \$5 per session and range from one to four sessions. Special classes/trips/dinners are priced accordingly to break even for the cost of the event. Several events are free.

Course Fee (4 comments)

- Our fee structure is course-based. Our administrator, Assistant Director of Continuing Education, sets fees. Our instructors are paid according to the adjunct salary schedule which is currently \$30.00/hour. Our largest expense is production and mailing of the course brochures twice yearly. At the present time the LLI is not showing a profit but the college sees the value of this programming and continues to support us.
- \$15 per two-hour session per semester. Courses range from one to five two-hour session. Individual weekly lectures, two-hour session, are available for \$10. No membership fee.
- Fee is course-based per semester. Semester lasts 10 weeks. Fee is \$40 for one class, \$70 for two.
- During the past year our fees were based on a per course basis - \$1 per course. We are fortunate to be supported by an endowment.

Membership Levels (3 comments)

- Annual, rolling membership: Gold, \$350 per year, includes membership and all courses (except food events, field trips, etc. that have additional costs). Silver, \$75 per year, includes membership only; courses are paid individually.
- Fees for our learning sessions are based on \$10 per two-hour session for our members and \$15 for nonmembers. Our trip fees are based on a break-even registration number of 30 and offer a nonmember fee that is \$15 above the member rate; our Patron rate is \$25 below the nonmember rate. Our membership has 2 levels: (1) \$35 for an individual member and offers \$5 discount on learning sessions and \$15 discount on trips. (2) \$250 for a Single Patron member and offers unlimited learning sessions at no extra cost and a \$25 discount on all trips. (3) \$450 for a Family/Friend Patron member and offers the same as the Single Patron but for 2 people. Our membership continues for 12 months from date of payment.

- Annual membership at Gold or Silver level. Gold level is \$325 per year and includes unlimited free courses and lectures, discounts on day tours, invites to receptions and free parking pass. Spouse can join at Gold level for \$175. Silver level is \$85 per year plus the cost of courses (typically \$60 for 6 week course). Lectures are free and the recipient will receive discounts on day tours. For a first time student looking to try the program, the cost is \$99 per class.

II. GOVERNANCE/MANAGEMENT

Bylaws. Almost all—94.4%—of respondents said their LLI has written bylaws.

Standing Committees. The most frequently occurring standing committees are for Curriculum and Membership. The most common committees are listed in this chart:

Standing Committees	Percent
Curriculum	94.3%
Membership	60.4%
Special Events	56.6%
Hospitality/Social	54.7%
Executive/Steering	48.5%
Travel	41.5%
Public Relations	39.6%
Technology/Audio-Visual Services	34.0%
Long-Range Planning	28.3%
Bylaws	26.4%
Development/Fundraising	24.5%
Volunteer Development	22.6%
Scholarships	17.0%

Paid Staff. Just over 5% of LLIs report paid staff number six or more, while 18.5% have no paid staff.

Number of Paid Staff	Percent
6 or more	5.5%
4-5	13.0%
2-3	35.2%
1	27.8%
0	18.5%

Paid vs. Volunteer Positions. The most common paid staff position are Administrative Assistant and Executive Director. Slightly more than a third of LLIs responding have to Executive Director (or no position with the title of Executive Director).

Position	Paid	Volunteer	Not a Position
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Administrative Assistant	61.5%	5.8%	32.7%
Board of Directors	0.0%	90.4%	9.6%
Classroom Scheduler/Coordinator	34.0%	45.3%	20.8%
Curriculum Coordinator	17.3%	67.3%	14.4%
Development Office/Fundraising Coordinator	7.6%	22.6%	69.8%
Executive Director	52.8%	11.3%	35.9%
Marketing/Communications Coordinator	15.7%	47.1%	37.3%
Travel Programs Coordinator	5.7%	47.2%	47.1%

Executive Director Responsibilities. “Liaison with host institution” and “day-to-day administration” top the list of executive director responsibilities. Executive Directors wear a huge variety of hats:

Executive Director Responsibilities	Percent
Liaison with host institution	80.8%
Day-to-day administration	76.9%
External relations	76.9%
Creating or managing budgets	65.4%
Managing volunteer staff	57.7%
Managing paid staff	53.9%
Scheduling	51.9%
Space acquisition	51.6%
Operations (e.g. mailing list maintenance, registration)	50.0%
Chairing board or executive committee meetings	48.1%
Strategy/policy development	47.7%
Publications/marketing	46.2%
PR/media	44.2%
Curriculum development	42.3%
Membership development	40.4%
Sourcing instructors	32.7%
Chairing membership meetings	30.8%
Fundraising	25.0%
Overseeing non-executive committee meetings	23.1%
Travel program management	19.2%

Relationship with Host Institution. Nearly 70% (69.8%) of respondents report their relationship as “Strong. Our LLI is recognized as a valued and important member of our host institution’s community,” while 18.8% report the relationship as “Neutral. Our host institution tolerates us but mostly practices benign neglect.” The relationship is described as “Weak. Our institution actively questions our purpose and we fear for our long-term viability” by 3.8% of respondents, and 7.5% reported that they have no host institution.

Volunteers. LLIs benefit greatly from the involvement of volunteers, and 57.4% report having the services of 26 or more volunteers.

Number of Volunteers	Percent
26 or more	57.4%
11-25	14.8%
6-10	7.4%
1-5	16.7%
0	3.7%

Course Registration Software. 83.2% of respondents said they use course registration software. The most common solution is to piggyback on the college registration system. Other software systems mentioned in open-ended comments included: AceWare, Augusoft-Lumens, Bookwhen, Campus CE, Destiny 1, Entrinsik Enrole, NEACT, ProClass, Wild Apricot, as well as home-grown solutions using Microsoft Office of Google forms.

III. SPACE

Locations. The plurality of responding LLIs offer classes in only one location, but many have multiple locations.

Program Sites	Percent
1	44.4%
2	9.3%
3	11.1%
4	9.3%
5	3.7%
6	0.0%
7	3.7%
8	3.7%
9	1.9%
10 or more	13.0%

Space Challenges (Respondent Version Only). In an open-ended format, respondents shared specific challenges, concerns, and solutions in the areas of classroom space and parking.

Classroom Space (15 comments)

- Classroom space and parking are our two biggest challenges. Two recent initiative to solve this are: Offering Saturday classes, offering a month-long June program
- Worked with university to acquire and furnish space at an underutilized university-owned campus.
- We are fortunate to be affiliated with a LOVELY branch campus that has ample parking space and designated handicapped spaces. We occasionally are challenged with being able to

schedule our classes in the most desirable classrooms on campus. We also enjoy a WONDERFUL relationship with the AV technicians on our campus and they provide unequalled support.

- Renovation of college building creating temporary loss of some classrooms: scheduled less classes and looked for out-of-classroom classes like "Farm Tours" on location.
- The vast majority of our ~300 courses and activities are held in one building; we have offsite classes for swimming, art, and other such activities that require special facilities. Our biggest challenge is scheduling classes in the available rooms and having enough parking spaces for our members.
- We have currently reached capacity in terms of classrooms offered to us by our host college so we are extending into the community. This is not a problem as we are well received in the greater *** community. Our biggest problem on campus and wherever we go is parking, especially handicapped parking, and insuring accessibility.
- Finding new space for mid-week classes when necessity arises.
- We have partnered with a church down the street from *** to offer classes. Their building has adequate (free) parking, a fellowship area, multiple classrooms that we don't have to schedule around other undergraduate classes, and is centrally located in town. Some members would prefer to be on campus (especially alumni), but the few events we have had on campus have not been well-attended due to parking and logistical (directions) challenges.
- ALL CLASSES AND GREAT DECISIONS ARE HELD AT THE ***, THIS MOVE WAS MADE BASED ON A THOROUGH SET OF CRITERIA SUCH AS ACCESSIBILITY, PARKING, A-V CAPABILITY AND REASONABLE COST. EXCELLENT INTERGENERATIONAL ARRANGEMENT.
- Increasing enrollments surpassing available classroom size.
- Trying to fit 24 courses into 7 community locations is a challenge which is why we acquired this space last year that has two of our own classrooms in it. We have no courses on campus.
- The Episcopal Church offers classroom space and parking. We make an annual contribution to the church.
- The classrooms in our primary facility (the *** Cultural Center) are on a "space available" basis but free of charge since we pay for the large Forum room on an annual contract. The Commonwealth of Virginia built the multi-purpose *** Cultural Center for both the College and Community use and is separately managed from the *** facilities. What this essentially entails is if a paying customer wants the use of the classroom which we have reserved on a space available basis, the center management will step in and try to find us an alternate space. Our members have been paying for parking for over ten years and although it is an irritant, we are fortunate to have easy access to in a high-rise facility reserved for visitors. County classrooms are free and can be reserved in advance except for library's which have only short term advance booking. Local religious classroom space charges vary and are rising. We have to furnish our own audio visual equipment but parking is free. Retirement homes welcome us and have good indoor facilities but very limited parking.
- Good relations with Homeowners Association to use clubhouse space.
- We are utilizing a cafe in one of the new dorms for a classroom. The class is Introduction to Bridge and the instructor wants to entice college students as well as lifelong learners to learn the game. For parking, I obtain a temporary parking pass for all my instructors the park in a gravel area that is located across from the building where most of the classes are held. We

partner with the *** to offer programs they sponsor. They allow us the use of their classrooms for most of our classes.

Parking (7 comments)

- Re: parking, we park at a nearby parking lot, and the University provides a shuttle.
- On campus parking is severely limited. Each term, approximately 175 parking passes are requested from campus police to allow students to park on university grounds for proximity to classrooms.
- Some of our buildings are a long walking distance from the parking lot
- Parking at the college is a challenge for some members due to the distance between the parking lot and the classroom building. We have used a local fitness center for various exercise classes. The college extension center offers better parking but the building seldom has room for our classes.
- Parking - hold classes in PM when less students are on campus
- Parking: Negotiated permission to use lots at a nearby church and a nearby community center. Also received permission from the town to park longer than the 2 hour limit (but must keep the meter fed).
- Limited parking is a challenge as is availability of meeting space.

IV. CURRICULUM/PARTNERSHIPS

Program Months. LLI's were asked during which months they offered courses.

Course Months	Percent
January	59.2%
February	77.5%
March	91.8%
April	87.8%
May	73.5%
June	55.1%
July	42.9%
August	28.6%
September	85.7%
October	98.0%
November	95.9%
December	42.9%

Number of Course Offered. About a third of responding LLI's offered between 26 and 75 course in the last 12 months.

Number of Courses	Percent
0-5	9.6%
6-10	3.8%

11-25	9.6%
26-50	19.2%
51-75	15.4%
76-100	11.5%
101-150	13.5%
151-200	3.8%
201 or more	13.5%

One-Session Courses or Presentations. Nearly half of responding LLIs offered more than 25 one-session classes or presentations in the last 12 months.

One-Session Classes or Presentations	Percent
0	5.8%
1-2	0.0%
3-5	3.9%
6-10	25.0%
11-25	17.3%
26 or more	48.1%

Most Innovative Program Concept (Respondent Version Only). In an open-ended question, survey respondents reported a great variety of innovative program concepts.

- New class offerings: Medical Cannabis class Genetic Ancestry Testing class Pipe Organ class-with lecture regarding different types of organs and demos at both a downtown church and historic theater within walking distance.
- We offered an 8-week History of Science course that covered major scientific discoveries of the past 1000 years.
- University classes that meet once a week at our LLI and combine university students with LLI members.
- How to observe the Total Solar Eclipse.
- Thematic programs. Currently doing a multi week program on the Great Depression (nationally and internationally).
- *** had two: TED Talks - We'll watch and discuss three different talks in each class session, chosen initially by the instructor and then by volunteer class members who select a TED talk of interest and then initiate discussion. This is a participation class, drawing on the life experiences, knowledge, interests, and expertise of participants in the class. TED talks are an exceptional way to broaden your exposure to ideas and initiatives you may never have considered before, and to join others in lively conversation. Class filled the first day registration opened. Making a Murderer: Examining Justice and the Media - Making a Murderer was an instant sensation on Netflix. This documentary examines the wrongful conviction of Steven Avery, who served 18 years in prison for a crime he did not commit. Two years after his release from prison, he is tried for a murder amid allegations from his defense team that the police framed him. Making a Murderer consists of 10 one-hour episodes; each class will discuss two episodes. Together we'll consider the role of the police in investigating crimes and of the defense counsel in criminal

cases, prosecutorial ethics, appearances of impropriety, and media influence in shaping public perceptions of justice. In the last class, we'll draw some lessons learned about the American system of justice based on this important case. Class was filled 5 days after registration opened.

- Through a local grant that focuses on healthy aging, we have been able to offer a series of courses and special events on legal, financial, health and wellness topics. This series of varied courses has been very well received.
- Beginner Dutch - a course teaching conversation phrases.
- Our "Documentary + Lunch" series started 2 years ago. Up to that point our programs were scheduled around seasonal residents (November thru March) but this program was so successful that we now offer it on a weekly basis from May through August. We view an online documentary and discuss it afterwards with lunch on campus.
- Farm Tours on location on Fridays when classroom curriculum is not offered.
- Our Community Services Course described earlier.
- Offering late afternoon/early evening classes Offering new clubs 25th Anniversary Lectures
- Conducting a High visibility lecture centrally located to draw in members from all 6 campuses
- We have started to record many of our lectures using a lecture capture system. We post them for our members to view.
- Academy Talks - a one-time lecture by new instructors held the term right prior to their first course.
- We offered a tour of the new arts building and galleries, which was incredibly popular. Members loved getting a private tour and lecture.
- A cooking and science demonstration.
- technology courses
- Making Sense of The Sixties: Then and Now A collaboration with the New Mexico History Museum and its exhibit Voices of Counterculture in the Southwest. A four day seminar with two presentations a day, for example, Women on Communes in New Mexico and Southern Colorado; Hippies, Communes, and the Counterculture in Northern New Mexico; The Civil Rights Revolution and The Courts; How to Grow a Movement, Then and Now.
- Line Dancing!!
- Increased the number of 2-hour courses.
- Multiple sections of very popular courses Summer courses
- Brown Bag Lunch Talks, 'Round Town Field Trips
- Circle Dance. Sampler, with roots in traditional folk dance, we join hands and move to the rhythms of ancient melodies as well as modern tunes. This class features a variety of musical sources and styles. All steps are low-impact and easy to learn. No dance partner or experience is necessary. Introduced in the 2017 Fall Semester is repeated in the Winter-Spring program due to demand and may become a part of the Visual and Performing Arts Special Interest Group
- Voice coaching for members to find their speaking voice.
- University of Arizona podcasts Great Decisions
- Read and Explore with ***. We chose a book that many would enjoy, and planned programming around it. (Like a "Big Read.") Not a new idea, but new to our OLLI. It was very well received and we are doing it again this year. We choose a book that is readable, interesting to men and women, and raises multiple issues for discussion. Last year and this year, the program has included a visit by the author.

- History Potpourri course: In general, different speakers each week talking about unrelated history events/topics/etc on which they are knowledgeable.
- An aquatic wellness class.
- Exploring Chinese Culture and Language
- This semester, we are offering courses taught by faculty through our *** Lab. Three courses in Metal Arts, Woodworking and Digital Fabrication are being offered through the lifelong learning program. To date, Metal Arts is full, Digital Fabrication is almost full, and I have a few more spaces in Woodworking.
- A bucket list course: Someday I want to... and they had the opportunity to learn about and actually go skeet shooting, skydiving, zip lining, spelunking. Extra fees for actually doing these events went to the business providing the service. Senior Living Communities - Biggest Questions With three large retirement communities in the area, there are a lot of options which essentially provide similar services but with different atmospheres. Representatives also addressed industry misnomers.
- A Smithsonian video-conference formatted course.
- Offered an expanded selection of workshops in skills training for study group coordinators.
- Offering evening and weekend courses for people who are still working.

Distance Learning (Respondent Version Only). Eleven respondents reported present involvement with distance learning or an intention to get involved soon.

- Senior Learning Network Single session web lecture by out-of-state retired college professor
- Have tried a pilot program with minimal success. Will try again at a later date.
- We have offered one Smithsonian Art course by web
- We videotape select courses and make them available online to local CCRCs and members.
- We offered an internet based course on bird watching but it was cancelled due to low enrollment.
- No but we are looking at this option for training on our new web site.
- We do weekly distance learning programs in all four of our residence buildings - but this is a separate program from our LLI.
- No. However, the President has recently sent me links to web-based lectures that are available in the area of science for lifelong learners to enjoy.
- no - our members are slow to embrace technology
- I actually taught a course titled, My Favorite TED talks. Used them as a basis for further discussion. Was trying to sell the concept of getting course content from the web and using that as a basis for further discussion
- We've been doing distance learning for homebound seniors who are not our members. Working in collaboration with a large social service agency.

Partnerships (Respondent Version Only). Respondents reported course or curriculum partnership relations with arts organizations, retirement communities, are not-for-profits, museums and libraries.

Arts Organizations (7)

- Yes. We partner with many organizations in our community. Local museums, dance company, libraries, floral shop, sight & hearing center, etc. We benefit by being able to offer off-site interesting and educational classes with knowledgeable instructors at discounted prices to our members. The community partners benefit by the number of seniors exposed to their organization/company and the possibility that they will return later for services on their own.
- Partnerships Make for Great Programming! Partnerships with *** and with organizations in the *** enrich our offerings, help us reach important audiences, and make the programs more affordable. LLI gratefully acknowledges the contributions of *** and *** faculty who are participating in courses and events, along with our special partners, the Center for the Arts, *** Village Retirement Community, AARP *** Chapter, the League of Women Voters, the German Club, *** Plantation, *** Land Trust, and The *** Theater.
- We partner with many local organizations -- The *** Ballet, The *** Museum, ChinaFest, our local PBS station, etc. The partnerships consist of these entities providing special events for our members and offering classes for us on a regular basis. They hope that in doing so, they will have an uptick in memberships and/or attendance to their events.
- We partner with the local Broadway and Opera companies. Our members receive group pricing to attend any event anywhere from a 10-30% discount. Our members also receive a monthly discount to one of the local health clubs and our program has hundreds of members joined for specifically this benefit.
- *** County Historical Center -- they have partnered with us on several lectures and classes by providing speakers and materials. It benefits our programs by adding credibility and exposure and they have benefited the same from us. Additionally, sharing the costs is helpful to both organizations. *** Symphony Orchestra -- we have held joint lectures and classes on classical music and music therapy programs. Once again, the additional exposure for both organizations is helpful. We have shared some expenses as needed . . . but it's mostly been a shared exposure benefit.
- We have had several successes so it is hard to focus on one. Two of the biggest successes are the Central *** Audubon at *** Sanctuary and the *** Art Museum. We have several classes at WAM with our own Group Leaders and with their docents. The previous director of WAM is a frequent and popular lecturer at our Brown Bag series. We are invited to join docent-led trips sponsored by WAM and in turn we include the docents our museum trips.
- Besides our university, we work jointly on programs with the town museum, arts and cultural district, library. We share expenses and marketing efforts.

Retirement Communities (6)

- We partner with a retirement community in a part of town that is otherwise under-served. We receive free access to their education space with ample parking, and their residents volunteer to help develop curriculum for the site. They get a steady source of new people (potential new residents) coming to their facility.
- Yes. Senior living residences give financial support, classroom and special event space. They receive access to their target market - our members.
- Residential communities host classes for us for free.

- We partner with *** Retirement Community. We make presentations at Friendship Village, provide spaces for them at our lecture series. We provide advertising for Friendship Village in our internal communications. In return, Friendship Village funds our annual lecture series.
- The large, full service retirement communities have provided the best benefits in a partnership. They provide classroom space and an eager audience who join LLI. The local program for aging services is a source of good programming using evidence based prevention programs and the instructor fee goes to the program.

Non Profits (5)

- We partner with the League of Women Voters, Sierra Club and others - they use our building and in return teach classes for us. We have various sponsorship opportunities for businesses, in exchange for recognition in publications. We are on the non-profit board of the local chamber, and partner with another chamber which offers us space.
- Yes. We have instituted Community Services Courses where our members are trained to serve as volunteer mentors in local schools or with local adults with literacy challenges. The partner organizations provided training and background checks and we give them reliable, high-quality volunteers.
- Mentioned above. We partner with the *** Center. They provide classrooms for our program. Our Advisory Committee has given monetary support to them to support their programming efforts. We also market their films and events in our program. (Many of the same people attend lifelong learning courses and *** Center events.) Received a monetary sponsorship from a travel program to put information about their tours in our schedule. Received a monetary sponsorship from the *** University Foundation for the lifelong learning program.

Museum (4)

- Besides our university, we work jointly on programs with the town museum, arts and cultural district, library. We share expenses and marketing efforts.

Libraries (3)

Instructor Type. LLI members report a great variety of instructor types, with “LLI members who are not active or retired college or university faculty” the most common type, occurring at 98.1% of responding LLIs.

Instructor Mix	Percent
LLI members who are not active or retired college or university faculty	98.1%
Active college or university faculty teaching IN their academic field	86.5%

Active college or university faculty teaching OUTSIDE their academic field	67.3%
Retired college or university faculty teaching IN their academic field	94.2%
Retired college or university faculty teaching OUTSIDE their academic field	76.9%
Individuals from your community who are not LLI members (e.g. a yoga instructor who is not a member)	69.2%

V. SPECIAL INTEREST GROUPS

Special Interest Groups. Special Interest Groups (SIGs) focused on book discussion, bridge, and current events are most popular, but 31% of respondents report having no SIGs at all.

Special Interest Group	Percent
Book Discussion	51.9%
Bridge	26.9%
Current Events	26.9%
Writing	23.1%
Film	21.5%
Dining Out	21.2%
Crafts (Woodworking, Pottery, Needlecrafts, etc.)	19.2%
Photography	19.2%
Travel	19.2%
Walking/Hiking	19.2%
Fine Arts (Painting, Sculpture, etc.)	17.3%
Foreign Language	17.3%
Mah Jongg	17.3%
Genealogy	15.4%
Computers/Technology	13.5%
History	13.5%
Gardening	11.5%
Healthy Living	9.6%
Investing	9.6%
Bicycling	3.8%
Dancing	3.8%

VI. TRAVEL

Types of Trips Taken. The survey asked: “For each of the following types of excursions or trips, please indicate how many of them your LLI or its travel committee has offered to its members over the last 12 months.”

Frequency Last 12 Months

Type of Trip	0	1	2	3-5	6 or more
Day trips or excursions	13.5%	11.5%	5.8%	25.0%	44.2%
Overnight drive- or bus-to trips within the United States or Canada	76.1%	10.9%	6.5%	6.5%	0.0%
Overnight trips within the United States or Canada requiring air transportation	80.0%	8.9%	8.9%	2.2%	0.0%
International trips outside the US or Canada	70.8%	8.3%	6.3%	10.4%	4.2%

Last 5+ Day Trip (Respondent Version Only). The survey asked respondents to describe their last trip of five days or more.

- Ireland in the fall of 2016 for 10 days by Globus. To learn about the country and culture.
- Chautauqua. Lectures by retired diplomats and ambassadors. Road Scholar
- ***, Chair of our Program Committee heads up the travel committee Road Scholar "Out and About in New Orleans: Jazz, Jambalaya and Joie de Vivre" (Program #21665) January 2018. Lectures, exploring local cuisine and time for independent exploration for those who want to explore the many museums, music options and restaurants. Road Scholar Charter to Cuba January 2017. Included meeting with artisans, musicians, experts on architecture/urban planning, U.S.-Cuban relations, social justice issues, biodiversity, and more, children, seniors, and young educated Cubans trying to find a future at this time of transition and change in their society.
- We have offered several of these through travel providers, all organized through the Travel Interest Group. In December 2018, we traveled with Premier to Vienna and the Christmas Markets. We generally join an existing trip, rather than initiate one exclusively for us.
- American Southwest- New Mexico, Arizona and Utah. Mostly a nature sightseeing trip with some Native American culture and history lessons
- The volunteer travel committee handles all arrangements.
- South Africa - Fall 2017 Learn about the area; experience the area. Organized by our Travel Club.
- CUBA- www.cubartedu.com
- Cruise - Mexico - Organized By Members
- We had two 2017 overseas study travel trips this year. Northern Scotland and the Orkney Islands organized by CIE which was exclusive for ***, 12 days. The guide was a History Professor from the University of Edinburgh. The second study travel trip was a Rhone River Cruise , France also 12 days and also exclusive LLI and arranged by CIE. Participants attend two of our LLI Classes as study material for each trip .
- Czech Republic, led by a Furman professor and organized by World Strides. The group learned about the history and culture of the Czech Republic, traveling to Prague and Czesky Krumlov.
- Yes, a group went to Ireland on a Road Scholar-organized trip. They explore the Towns and Countries of Ireland.
- I organized a yoga trip to Costa Rica. We not only took yoga twice a day, we went on excursions to Paos Volcano, Guacalillo river canals, La Paz Waterfall Gardens, cooking class, coffee

plantation tour, San Jose city tour, and took time to enjoy mind and body spa offerings by the resort. We learned about the country and the people as well as took part in a mind, body, and spirit experience.

- A new trip this fall was to Cypress. The facilitator was an instructor in Mediterranean cooking for us for several semesters before offering this trip. This allowed her to have a "following" of members. Very educational and not all about food but about history and culture. She arranged it and had several native people leading tours. She lived there for 8 years and goes back regularly so had personal contacts. A very successful trip.
- Mexico organized by our travel committee

VII. CONFERENCES

The survey asked how likely respondents were to attend LLI conferences in a variety of formats. The chart display those “very likely” or “somewhat likely) to attend.

Conference Format	Very Likely	Somewhat Likely
A national conference of LLIs featuring speakers, workshops and networking that you would fly to, lasting 3-4 days	17.0%	22.6%
A regional conference of LLIs featuring speakers, workshops and networking that you would drive to, lasting 2-3 days	34.6%	28.9%
A local conference of LLIs featuring a panel discussion, networking, and lunch that you would drive to, lasting 1 day	54.9%	27.5%
A webinar featuring a speaker or panel with the ability to ask questions, lasting 60 to 90 minutes	40.4%	26.9%

VIII. MISCELLANEOUS COMMENTS

Additional Comments (Respondent Version Only). The survey included a final open-ended option for respondents to “Please use the space below to write any additional comments you think would be helpful for other LLIs to know about your LLI.”

- Has been in operation for 25 years this year. The program has continued to grow and expand over the years with college and community support. Other comments: Question #35 does not have an option for active LLI members teaching classes. We have many knowledgeable members that teach classes for us. I wasn't able to record this because the other options had to add up to 100%.
- We feel we have something special here -- a wonderful blend of intellectual and social stimulation, an action-oriented caring community of members focused both within the organization and also serving the community, and we are located in a beautiful old and elegant

building on the campus of a wonderful university. There are other LLIs nearby, but our members think ours is the best blend.

- All volunteer, quarterly system
- We have grown considerably over the last few years and have increased our quality of offerings while keeping our fees as low as possible. We face some stiff competition from another program that is an extension of a 4-year state university and it's hard for us to compete with their "deep pockets" and staff.
- Challenges... One of our biggest challenges is continuity of volunteer leadership. New committee chairs make time-consuming requests of the staff without doing their due diligence. Having the nominating committee choose friends and bridge buddies instead of assessing board needs and asking qualified members with specific expertise to serve. Board not concentrating on their role as the governing body and instead worried about minutiae and trying to micromanage the office.
- Our LLI maintains its low annual membership fee \$20 to \$35, depending on campus because of its volunteers. All the courses are then free. None of our instructors are paid - they are all volunteers. We partner with hospitals, extension services and parks, as well as solicit members to get quality instructors. We have one half-time program manager per campus. We have a cadre of volunteers who provide clerical, logistical, and instructional help. Our membership grows almost entirely based upon word of mouth. The LLI members love this program and keep coming back.
- Our recent move to a location with a bigger classroom has allowed us to focus on increasing our membership, something we couldn't do for the last few years in our old location.
- We are a new program (3 years old), and have had to set many foundations, policies, and practices in the last 2 years. For other new programs, I would recommend the director and a member of higher administration meet with other OLLI executives at other schools to set good foundations in place before starting. We have had to build a lot as we go-and while we have had great success for our size and age, I would recommend other programs spending at least a year planning, implementing a software data management system, forming a volunteer base, and completing other needed foundational tasks before opening the doors. It is better to start out on solid ground with practices and logistics already set in place, as the growth can often outpace the staff! Lifelong Learning at Wofford has partnered with many local businesses to offer classes and one-time events, and we are thrilled at the response we have received. We are excited about the future.
- We offer at a reasonable cost up to six sessions per week of varied subjects drawing upon our local community and our host university. Sessions generally do not require a sign up and no role is taken of attendance.
- We are fortunate to have numerous retired academics in the area and scientists from Los Alamos who are willing to teach for limited honorariums.
- I love this network of learners. I enjoy the support and the opportunity to share with others the how-to for running this program still in its infancy.
- We are in our 20th successful year in a community of less than 5,000.
- We established our ILR in order to help those in our community who could not commute to the programs offered by the University of *** programs. We have been successful beyond our wildest dreams.

- We are a small LLI looking to grow and stay on campus. We have no paid staff and find it challenging to find members who are willing to volunteer their time for committee chair positions. We are seeking ways to reward and entice our members to be more active.
- Keep our fees low. Convenient meeting space in our clubhouse.
- Through the years, we have been fortunate to have somewhat non-deliberately evolved into a situation where our members have developed a sense of community. Recognizing that, we work hard to maintain it. We think it is a vital asset. One thing we started two years ago is a modest Annual Socialization Luncheon after classes one day to which all registrants and teachers are invited, for which there is no charge (i.e. it is included in the course registration fee) and is completely organized, set-up, and served by our Refreshment Team. About 50% of our registrants attended. Another example is we have volunteer Greeters prominently available the first several weeks of each semester to help guide registrants to classrooms, restrooms, etc. We also have always offered a complimentary coffee break to all registrants and teachers each week in the half hour between our 2 class periods. The Refreshment Team also handles this.
- Our LLI is not open to the general public. Members are tenants of one of our four residence buildings on our campus, people on our waiting lists, family members, campus volunteers, or participants in either our wellness/aquatics center or Center 4 Brain Health.
- We're in a small town and have a big imprint on our community because we have a high percentage of local seniors as members.