Osher NRC
National Resource Center for Osher Institutes

Report on the 2020 National Survey of the Osher Lifelong Learning Institutes' Membership

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The Osher Lifelong Learning Institute (OLLI) network began with a single program at the University of Southern Maine in 2001. Today, the OLLI network is comprised of 124 university-based lifelong learning programs across the United States. Each OLLI has received endowment funding from The Bernard Osher Foundation and continues to receive a variety of services from the National Resource Center for Osher Lifelong Learning Institutes (Osher NRC) at Northwestern University. The OLLI network's total enrollment has reached approximately 170,000 members. In general, OLLI members are at least 50 years old and retired from full-time employment, but OLLI programs and members are not homogenous in backgrounds and experiences across the Network.

This report presents the results of the fourth national membership survey, conducted in the fall of 2020 by the Osher NRC, of a representative population of the OLLI network. The Osher NRC's recurring membership survey has three purposes: (1) identify demographic characteristics of the OLLI membership; (2) ascertain the extent to which the OLLI population reflects often-discussed characteristics of older adult lifelong learners; and, (3) identify course topic interests [1]. Since 2016, the Research Review Committee (RRC) of the Osher NRC has selected unique subjects of interest to explore in subsequent membership surveys. The 2016 survey investigated OLLI members' perceptions and realizations regarding the value of lifelong learning to older adults. The 2018 survey asked about OLLI members' satisfaction with relationships. The 2020 survey asked participants how online learning opportunities offered by their OLLI program had or had not fostered a sense of community with other members. Results of the 2020 survey are compared to the comparable results in 2018, and for some parameters those of all three prior membership surveys conducted in 2014 [1], 2016 [2-5], and 2018 [6].

Notably, most Osher Institute program courses and other activities shifted to online instructional models in the spring of 2020 due to COVID-19 pandemic restrictions. In contrast, almost all OLLI activities were in-person at the time of all earlier national surveys of OLLIs. Consequently, the fall 2020 survey reflects changes associated with this move to online, as well as changes over time.

Methodology

A. Survey Development

All four surveys were developed by the Osher NRC and then refined through discussions with the Research Review Committee. The 2016 and 2018 surveys were administered in both online and paper copy formats; the 2014 and 2020 surveys were administered online only (in 2020 due to the aforementioned COVID-19 restrictions.) The questionnaire was written and distributed in English.

The full survey instrument utilized in 2020 was very similar to that in the 2018 study and is included as Appendix 1.

Questions 1-10 and 14-18 of the 2020 survey are essentially the same as the questions asked in 2018. Questions 11-13 in the 2020 survey focus explicitly on the participants' online learning experiences within OLLI. Also, as noted previously, the final (open-ended) question in 2020 differed from that in 2018. More generally, most questions are consistent across the four survey years, allowing for robust forms of trend analysis. However, a few adjustments have been made to cover additional topics, or for the sake of clarity. For example, the 2014 survey asked about social media use; social media platforms commonly used at that time (Facebook, LinkedIn, Instagram) and "other" were given as choices. This question was not posed in the 2016 survey, but it was included in 2018 and 2020 surveys with additional platforms included by name. Additionally, the 2014 survey did not have questions about race/ethnicity, LGBTQ identity, interest in blended or online OLLI courses, or barriers to participation in OLLI programs. Finally, the 2014 survey had a question about relocation, but the question was updated for clarity in the later surveys.

B. Survey Sample

The Research Review Committee of the Osher NRC chose fourteen OLLI programs that exemplify the diversity of geography, program size, host university characteristics, and program age of the OLLI network as a whole. As seen in Table 1, the first eight of these programs were the respondents in the 2014 survey, and the first twelve participated in 2016. Results for 8, 12 and/or 14 programs are very similar. Again, the full list of programs is found in Table 1.

The selected OLLI programs were responsible for distributing information about the survey process. OLLI programs generally distribute information via electronic communication mediums, such as email. These programs were allowed to tailor their messaging; however, the Osher NRC did provide initial language about the survey. Additionally, each program could add their own local questions at the end of their particular survey.

A total of 5,313 individuals from fourteen OLLI programs responded to the 2020 survey. These respondents generated an overall participation rate of 24.7% of the 2019-2020 membership. In line with many of today's social science research studies [7], the survey response rate was deemed acceptable for analysis. However, the Research Review Committee of the Osher NRC continues to consider strategies to boost this participation rate in the future.

A total of 5,040 (94.9%) of the 2020 responses were deemed suitable for data analysis by the authors of this report. A survey was not used if respondents did not consent to participation or if the participant did not indicate their age range and their gender. The age and gender requirements were imposed across the four survey years because of the importance of sorting responses by these two variables in the trend analysis.

C. Survey Process

Prior to administration, the survey questionnaire and process were reviewed and approved (as an exempt study) by the Institutional Review Board at Northwestern University. This approval was provided to the host institutions of the 14 participating programs for their review. Informed consent protocols were followed, such that OLLI members were asked if they were willing to voluntarily participate in the survey process.

The survey was administered to the 14 aforementioned OLLI programs (see again Table 1). The Osher NRC administrated the survey, providing Osher Institute directors with an individualized link to their survey in Survey Monkey (including both the NRC questions, plus any additional questions they chose to pose to their own membership). OLLI directors then distributed the survey to their current membership. The Survey Monkey data for all survey responses from each program was exported into separate Excel spreadsheets. To ensure confidentiality, the IP address of each respondent (the only possible identifying information collected) was discarded before post-analysis of the data was performed. The spreadsheets for each program were then combined into a single consolidated spreadsheet for analysis of the composite data set.

Results

The following includes 2020 survey results for all 14 programs in the areas of age, gender, ethnicity, LGBTQ identity, educational attainment, technology and distance education utilization, relocation, barriers to OLLI participation, and course topic preferences. Selected comparisons of 2020 data with that of earlier surveys are offered with either 8, 12, or 14 Institute program results, depending on the year.

A. Age and Gender

Figure 1 shows the distribution of respondents by age and gender. The X-axis is the percentage of individuals in each age range, and the Y-axis the age range. Two characteristics of the data are particularly noteworthy. First, as with the 2018 survey, the 70-74 age range yielded the largest proportion of respondents. Second, women proportionally outnumber men across most of the age spectrums, consistent with previous survey iterations. The total percentage of female and male respondents was 68.8% and 31.2%, respectively.

Figure 2 shows the ratio of male to female respondents in each age range. This ratio increases continuously with increasing age range from the 55-59 to the 80-84 age range. The slight departure from this trend at the lowest and highest age ranges may be attributed to relatively small sample sizes in these ranges. In sum, women appear to outnumber men proportionally less as age increases; however, women still outnumber men in OLLI participation. These results are similar to both 2016 and 2018.

An important change in the OLLI population between 2014 and 2020 is seen in the percent of participants aged 70 and above. What this data shows clearly is that the OLLI respondents have aged over this six-year period. As seen in Table 2, the percentage of individuals age 70 and above has grown from 51.8% in 2014 to 68.6% in 2020. Moreover, Table 2 shows that the analyses for 8, 12, and 14 programs responding in a given year are very similar. The differences between the 70 and above population in successive survey years (2014 and 2016, 2016 and 2018, and 2018 and 2020) are all statistically significant ($p < .05$). For the 70 and above population in 2018 and 2020, $\chi^2 = 29.83$, $p < .001$. These changes in age are driven primarily by the increasing 70-79 population, which went from 50.6% in 2018 to 53.7% in 2020. In contrast, the 60-69 population dropped from 32.6% to 28.5%.

B. Marital Status

The marital status of 2020 survey participants is almost identical to 2018; a majority of survey respondents indicated they are married/partnered (63.8% in 2020 compared to 63.9% in 2018). Single participants made up 21.4% in 2020 and 20.6% in 2018. The corresponding percentages of widowed participants were 14.8% and 15.2%. Additionally, similar gender and age differences to those observed in prior years were again evident. In 2020, 55.2% of women were married, 26.3% single, and 18.4% widowed. The corresponding percentages for men were 82.8%, 10.4%, and 6.8%. For comparison, in the 2018 survey, the percentage of women who were married/partnered, single, and widowed are respectively, 54.5%, 25.9%, and 19.2%; while for men, the corresponding percentages are 84.5%, 9.0%, and 6.3%.

C. Race/Ethnicity

The 2020, 2018, and 2016 surveys used an identical question about race/ethnicity. The results for the non-White population in 2020 and 2018 are shown in Table 2. The percentages of the two largest non-White groups (African American and Hispanic/Latino) appear to have decreased somewhat from 2018 to 2020. Additionally, the percentage indicating “Other” declined. The result is a modest reduction in the non-White population. The actual numbers within individual minority groups are sufficiently small that such variations are expected in surveys from different years and not indicative of a longer-term trend. Comparisons of the non-White populations of 2016 to 2018 for 12 programs bear this out, going from 6.6% in 2016 to 8.6% in 2018.

D. LGBTQ Identity

In 2018, 3.4% of respondents identified themselves as members of the LGBTQ community. The corresponding percentage for 2020 was virtually identical at 3.5%. The difference in the 2016 and 2018 results were similarly small. LGBTQ identity was not included as an item in the 2014 survey.

E. Education Completed

Figure 3 shows the percentage of the 2020 survey respondents who have completed various levels of education, ranging from some high school to doctoral and non-doctoral professional degrees. The percent of men and women at each education level is also shown. Most evident is the high education level of OLLI respondents, with nearly 91.8% having a bachelor’s degree or higher. Additionally, a higher percentage of women than men have obtained all precollege levels, bachelor’s, and master’s degrees, while a higher percentage of men have achieved doctoral and non-doctoral professional degrees.

Table 2 compares the percentage of survey respondents who have a bachelor’s degree or higher for the four survey years (for 8, 12, and 14 program analyses). Of note is a slight but perceptible increase in this percentage. Previously reported analyses have shown that the difference in the 2014 and 2018 results are statistically significant, but that the result between 2016 and 2018 is not. The difference between 2018 and 2020 is statistically significant ($\chi^2 = 7.00$, $p < .01$).

F. Employment

In each of the four survey years, the same question has been posed regarding working (full- or part-time) or looking for work. The answer to this question has potential implications for lifelong learning

programs in that work introduces additional time demands and schedule constraints on respondents. Table 2 shows the total percentage of respondents working or looking for work in each of the four surveys (for the 8, 12, and/or 14 program analyses). The total percentage of respondents working or looking for work has decreased over time, from 20.2% in 2014 to 12.8% in 2020. The differences in the percentage of respondents working or looking for work in 2014, 2016, and 2018 have previously been discussed as statistically significant ($p < .05$). The difference between 2018 and 2020 is also statistically significant ($\chi^2 = 28.65$, $p < .001$). The percentages working part-time, full-time, and seeking work were 10.1%, 2.3%, and 0.4% in 2020 compared to 11.0%, 2.8%, and 0.5% in 2018.

G. Relocation

In the 2016, 2018, and 2020 surveys, respondents were asked the number of years since their relocation. As is evident in Table 2, the total percentage of respondents who have relocated in the past nine years went up slightly from 2016 to 2018 (26.9% to 28.3% for the 12 programs surveyed in 2016); but, the 2020 results were very similar to 2018. Individual programs have much more substantial variations around these averages in 2020, as was also the case in both 2016 and 2018. In 2020, Colorado State University and Furman University had the largest percentages of respondents who have relocated in the past nine years, at 42.3% and 42.1%, respectively. On the low end of the relocation scale, the corresponding percentages for respondents from Aquinas College, Hampton University, and San Francisco State University were 13.6%, 14.9%, and 15.3%.

H. Computer/Tablet and Smartphone Utilization

In this study, both desktop/laptop computers and iPad/tablet devices are considered “computers” in that they are gateways to the virtual worlds of email, social networks, online courses, and the World Wide Web more generally. The percentage of OLLI members reporting that they use a laptop/desktop computer and/or an iPad/tablet is in the 99% range across the survey years (98.5% in 2018, and 99.4% in 2020). In contrast, smartphone use has almost doubled over this period (47.5% in 2014 to 90% in 2020). These trends are depicted in Table 2.

Increased smartphone usage from 2018 to 2020 was driven primarily by significantly higher use among older cohorts of survey respondents. There was a 9.0% increase in smartphone utilization from 2018 to 2020 for the age 70 and above population, compared to a 1.6% increase for the age 69 and below population. Additionally, the increase in utilization was more pronounced among men (7.5%) than among women (2.2%).

I. Social Media Utilization

Social media utilization has continued to increase from 2018 to 2020. As is evident in Table 2, this represents a trend that has been consistent since the first survey in 2014. In 2014, 52.6% of respondents indicated that they did not use Facebook, LinkedIn, a photo or video-sharing site such as YouTube or Instagram, or any other social media platform. The 2016 survey did not include a question about social media. In the 2018 and 2020 surveys the percentage of individuals indicating that they “rarely or never used social media” had declined to 38.9% and 35.8%, respectively.

The four most popular platforms in both 2018 and 2020, in descending order, were Facebook, YouTube, Instagram, and LinkedIn. Increases in utilization in each of these platforms occurred between the two surveys, with the largest being for YouTube (37.2% to 47.7%) and Instagram (12.9% to 16.5%). Facebook and LinkedIn showed increases under 1% between the two surveys. Important

distinctions in utilization by age range were also evident. Between 2018 and 2020, only a modest (2.2%) reduction in individuals 75 and above indicating “limited or no use of social media” was noted. A larger (4.6%) change in those who indicated “limited or no use of social media” was observed for participants 74 and below.

J. Distance Education

All four of the OLLI surveys have asked questions about participation in both OLLI and non-OLLI distance learning courses. In 2020, distance learning was defined as “a method of class delivery in which: 1. Lectures/content are broadcast/streamed to off-site locations (homes, classrooms, or other) 2. Classes are fully or partially conducted over the Internet without members needing to be present in a specific or physical classroom.” In 2016 and 2018, questions were also asked about interest in blended (part in-person, part online) and hybrid (a combination of face-to-face and online participants) OLLI courses if they were offered. Given that most OLLI programs migrated to an online format in the spring of 2020 due to COVID-19 restrictions, the 2020 survey asked about actual level of participation in such online courses. Table 2 shows that the level of participation in non-OLLI online learning increased modestly from 2014 to 2016 and 2018, but it more than doubled from 2018 to 2020. Then in both the 2016 and 2018 surveys, slightly less than one-half of respondents indicated that they would be “very likely” or “somewhat likely” to take an OLLI course that was online or blended online-in person (48.4% and 49.9%, respectively.) Finally, in the 2020 survey, 69.4% of respondents indicated that they had actually taken at least one OLLI course online, and another 3.6% noted that they had participated in at least one blended OLLI course. These percentages are higher than the 57.9% who answered affirmatively to the question of whether or not they would have even considered an online learning opportunity prior to the COVID-19 pandemic.

To more fully understand the online learning experiences of OLLI members, questions were asked about the benefits and challenges of this learning modality (questions 12 and 13, Appendix 1). Among those who have taken at least one online OLLI course, 90.1% indicated that they experienced one or more of the benefits listed in question 12. Between 39.8% and 45.7% of respondents selected each benefit, with the exception of “increased engagement,” which was only indicated by 19.2%. In contrast, the areas of challenge were indicated by between 1.4% (technology cost) and 14.2% (decreased educational quality). The sole exception was “loss or reduction of social connection,” which was reported by 54.6% of respondents. The authors view these responses as very positive for the future of online education within Institutes. Distance learning can continue to address needs beyond the COVID-19 pandemic isolation, such as schedule constraints, temporary or permanent inability to attend class in-person, or distance between residence and campus that prevents regular, in-person participation.

K. Barriers to Participation in OLLI Programs

Question 18 in the 2020 survey (Appendix 1), concerning barriers to participation in OLLI (pre-COVID-19 pandemic) was also asked in both 2016 and 2018. Reported barriers were similar in the three surveys. Time was the most commonly cited barrier (14.1% in 2020, 16.6% in 2018, and 16.2% in 2016). The second and third most-often noted barriers in 2020 were transportation (5.0% in 2020 compared to 3.3% in 2018 and 3.6% in 2016) and cost (4.3% in 2020 compared to 6.5% in 2018 and 7.1% in 2016). The percentage indicating “little to no challenges” varied from 69.3% in 2020 to 65.8% in 2018 to 72.1% in 2016. Additionally, in 2020, a higher percentage of younger (64 and below) respondents found time a barrier more than those 65 and above (24.4% compared to 13.0%). In contrast, transportation was a more significant barrier for those who are 80 and above (6.3%),

compared to those 79 and below (4.8%). Age differences regarding time are statistically significant ($\chi^2 = 34.58$, $p < .001$), but the corresponding age differences in transportation are not significant ($\chi^2 = 2.573$, $p > .05$).

Significant correlations ($p < .05$) were found between several of the distance learning advantages (question 12 of Appendix 1) and to the pre-COVID-19 pandemic challenges to OLLI participation of time and transportation. For example, 58.5% (417 of the 713) of respondents who noted time as a challenge to participation pre-COVID-19 pandemic also selected "reduced time and classroom constraints" as an advantage of distance learning. Somewhat more modest relationships were noted between time as a challenge and the distance learning advantages of "access to content previously unavailable by virtue of permanent circumstances such as distance from campus," "opportunity to participate during temporary absence caused by illness, travel, etc.," "increased offerings," and "reduced costs."

L. Topic Areas of Greatest Interest

An important question for OLLI programs is the participant's highest areas of interest for course offerings and other types of learning experiences. In the 2020 survey, respondents were asked to indicate their top three choices of interest from a list of 13 content areas shown in the survey (Appendix 1, question 15). An identical question was asked in the 2016 and 2018 surveys. In the 2014 survey, the question was the same except the option of "Travel" was not included.

The ranking of these 13 topic areas, based upon percentage of survey respondents listing the area as one of their top three, is shown in Figure 4. Each of the top seven topics were selected by at least 20% of respondents and are very similarly ordered in 2018 and 2020. The only exceptions are that, in 2020, Science/Mathematics ranked slightly higher than Religion/Philosophy/Spirituality; and Business ranked very slightly higher than Crafts/Hobbies; whereas in 2018, the converse was observed for both of these topic pairs.

Figure 5 shows the percentage of each gender choosing one of the top seven topic areas. Women are more likely to select courses in Fine Arts, Literature, Health and Wellness, and Travel. Men show a greater affinity than women for History, Science/Mathematics, and Technology/Computing.

M. Fostering Community within OLLI Programs

The final question of the survey was an open-ended question about the ways online opportunities from Osher Institutes have fostered a sense of community between members. The qualitative analyses of the responses to this final survey question of 2020, along with resulting conclusions, will be reported separately.

Conclusions and Further Study Planned

A. Demographics

The single most striking finding of the four surveys together is the continuous increase in average participant age, as measured by the steady increase in percentage of respondents age 70 and above. The reasons for this trend cannot be verified by this study's sampling procedures. A random sample of all OLLI participants and programs is needed to explore notions of causality. Another area to continue to watch is the slight significant rise in education level in the 2020 membership study.

Women continue to outnumber men across all age ranges regarding OLLI participation; however, this appears to proportionally decrease with age. The OLLI network has a large opportunity to attract more men to participate, especially in the younger age ranges. Again, these notions have been echoed in previous OLLI network studies [2-6]. Gender differences in course topic preferences may provide insights into how to attract more men to participate, but these notions need further investigation. Furthermore, less than four percent of OLLI learners identify as LGBTQ. Course topic differences among others must be explored more in-depth to create more inclusive programs that are attractive to minority persons.

The majority of Osher Institute network learners are married or partnered. Male OLLI participants appear more likely to be married or partnered compared to their female counterparts. This proportional difference between men and women appears to increase as OLLI learners age. Again, while causality cannot be determined, recent research has highlighted that spouses may be determining factors in lifelong learning participation [8].

OLLI network participants still appear to come from mostly White racial and ethnic backgrounds. The 2020 survey indicates that this demographic area is shifting, albeit slightly. These shifts may be marginally mirroring shifts in U.S. demographics, which also encompass shifts in education levels [9]. Education levels of OLLI learners appear to have slightly increased across the four survey years. Researchers have suggested that systematic links between education levels and racial/ethnic identities may create barriers to lifelong learning for non-White individuals [3]. More research is need in the OLLI network to explore how to become more inclusive.

B. Other Relevant Characteristics of Learners

Relocation trends appear to have increased slightly for OLLI learners; however, these trends differ across Institutes. Institutes would do well to explore the demographics of the older adults who have previously relocated or are currently relocating to their area. The U.S. Census provides information on state-to-state migration flows; however, diving into the demographics of relocated individuals can be tedious. Given the institutional differences, OLLIs may be well-served to conduct self-studies of those who have relocated to their area.

In general, technological device and social media use has increased across the past three surveys administered, which is in-line with previous studies of older adults and technology [10]. Only older adults at the higher age ranges appear less tech savvy or technology-inclined, which is consistent with previous research [5, 10]. Women appear to use social media more than men. Facebook continues to be the most popular form of social media used by learners in the OLLI network. OLLI programs would do well to consider age and gender differences in their promotional materials and engagement strategies.

The current work provides important insights into OLLI participant’s openness and adaptation to, as well as perceived benefits of, online learning. Attitudes toward online learning modalities need to be closely monitored on an ongoing basis, particularly for additional changes in perspectives as time passes and COVID-19 pandemic restrictions are eased. The data of the 2020 survey provides reason to think that some level of online learning activity will continue to be an important component of Osher Institutes in the future. This observation about the importance of an online component in OLLI programs is supported by responses to an optional question posed by five of the participating programs (Aquinas College, Boise State University, Furman University, University of Delaware, and

University of New Mexico). This question focused on the level of interest in online or blended classes after COVID-19 restrictions are lifted. While the exact wording and options offered were somewhat different among these programs, the data shows that 76.4% of participants in these programs are definitely or somewhat interested in continuing online or blended options, while the remaining 23.6% are not interested in participating in such offerings.

Time remains the largest barrier to greater participation in OLLI programs, especially for the younger older adults. Transportation remains a barrier to participation, but is more an obstacle for the oldest of older adults, which may be related to mobility limitations [3, 5]. While generalizations cannot be unequivocally made across the OLLI network regarding barriers, the OLLI network must be aware of the changes in individuals reporting no barriers to lifelong learning in the 2020 survey, which was in the field during the COVID-19 pandemic.

C. Topics

Osher Institutes should consider the topic area preferences of older adult learners shown in Figure 4 in this study. But, Figure 5 showing gender differences may be more important depending on the enrollment aims of each Institute. A larger study comparing topic area differences across broader learner characteristics could be undertaken by the Osher NRC and individual OLLIs to gain deeper insight.

D. Variability Among Individual Osher Institutes

The authors have noted how such characteristics as age distribution and percentage of participants who have relocated in recent years varies significantly among Osher Institutes. They feel that additional studies of these differences and how they relate to the communities served by these programs have real potential. Due to the great variation amongst OLLIs, the RRC has plans to explore noted differences further.

E. Final Notes

The Osher NRC is committed to continuing the National Membership survey research on an every-other-year basis. This is part of its ongoing work to benefit the OLLI Network and to contribute to the scholarly discovery of the impact of lifelong learning institutes on the lives of older adults.

Biographies of Authors

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Appendix 1: Survey Questionnaire

2020 Osher Institutes Membership Study Questionnaire

1. What is your age?
- a. Under 54
- b. 55-59
- c. 60-64
- d. 65-69
- e. 70-74
- f. 75-79
- g. 80-84
- h. 85 +

2. What is your gender?
- a. Female
- b. Male

3. What is your marital status?
- a. Married/Partnered
- b. Single
- c. Widow(er)

4. Would you consider yourself a member of the LGBTQ community?
- a. Yes
- b. No
- c. Prefer not to answer

5. What do you identify as your primary race or ethnicity?
- a. American Indian or Alaska native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino
- e. Native Hawaiian or other Pacific Islander
- f. White
- g. Two or more races or ethnicities
- h. Other (please specify)

6. What is the highest level of education you have completed?
- a. Grade school or some high school
- b. High school, diploma or GED
- c. Associate's degree or equivalent
- d. Bachelor's degree or equivalent
- e. Master's degree or equivalent
- f. Doctoral degree
- g. Other terminal professional degree (non-doctoral)
- h. Other (please specify)

7. Which, if any, of the following technologies do you use? (Check all that apply)
   a. Laptop or desktop computer
   b. iPad or other tablet device
   c. Smart phone (iPhone, Android, Blackberry, etc.)
   d. Other (please specify)

8. Which of the following social media sites do you use routinely? (Check all that apply)
   a. Facebook
   b. YouTube
   c. Pinterest
   d. Twitter
   e. LinkedIn
   f. Instagram
   g. Snapchat
   h. I rarely or never use social media
   i. Other social media site, (please specify):

9. Have you taken at least one Osher course that was: (check all that apply)
   a. Fully in a physical classroom
   b. Fully online
   c. A blended course (physical classroom and online learning).

In questions 10 through 13, the term "Distance Learning" is utilized. For this survey, Distance Learning is defined as a method of class delivery in which: 1. Lectures/content are broadcast/streamed to off-site locations (homes, classrooms, or other) 2. Classes are fully or partially conducted over the Internet without members needing to be present in a specific or physical classroom.

10. In the past two years, have you participated in distance learning courses or lecture series that were not affiliated with Osher?
   a. Yes
   b. No

11. Prior to the COVID-19 pandemic, would you have ever considered distance learning?
   a. Yes
   b. No

12. If you have participated in any distance learning, what benefits you have experienced? (check all that apply)

a. Access to content previously unavailable by virtue of permanent circumstance such as distance from campus
b. Opportunity to participate during temporary absence caused by illness, travel, caregiving, or other circumstance.
c. Access to new learning environments
d. Increased engagement
e. Increased technology awareness and understanding
f. Increased offerings
g. Reduced extraneous costs (transportation, etc.)
h. Reduced time and classroom constraints
i. I see little to no benefit to distance learning programming
j. I have not participated
k. Other_____

13. If you have participated in any distance learning, what challenges have you faced? (check all that apply)

a. Decreased educational
b. Insufficient broadband/internet service
c. Lack of or old device
d. Lack of technological support
e. Loss or reduction of social connection
f. Technology costs
g. Technological familiarity
h. I have little to no challenges with distance learning
i. I have not participated
j. Other: _____

14. What is your current employment status?

a. Never employed
b. Fully retired
c. Work part-time
d. Work full-time
e. Currently seeking employment

15. How many years ago did you leave full-time employment?

a. 1 – 2 years
b. 3 – 5 years
c. More than 5 years
d. I did not work full-time outside the home
e. Not applicable (I am still working full-time)

16. When did you move to the community/area in which you now reside?

a. Within the past three years
b. 4 – 6 years ago
c. 7 – 9 years ago
d. More than 10 years ago
e. I have lived here for most or all of my life

17. What are the primary areas of interest in the Osher courses or discussion groups you participate in? (please choose up to three)

a. Fine arts (e.g., music, theatre, studio art, film)
b. Literature
c. Foreign languages
d. History (regional, United States, International)
e. Current affairs/public policy
f. Business, finance, economics
g. Science and mathematics
h. Technology and computing
i. Photography
j. Crafts, hobbies, games
k. Health and wellness (e.g., exercise, nutrition)
l. Religion, philosophy, spirituality
m. Travel programs

18. Prior to the COVID-19 pandemic, were there any barriers to your in-person full involvement in Osher courses or events? (Check all that apply)

a. Cost
b. Hearing
c. Language
d. Physical mobility
e. Time
f. Transportation
g. Health
h. No barriers
i. Other (please specify)

19. In what ways have online opportunities from your Osher Institute fostered a sense of community with other members? In what ways have they not?

Appendix 2: Tests of Statistical Significance

Chi squared tests were employed to determine the statistical significance of the difference between quantities, both within the same survey and also between surveys. The calculations were performed with an add-on statistical package to Excel provided by Real Statistics.

Table 1: Overview of Participation in 2020 Survey

Institution	2018-19 Membership Total	Survey Count 2020	2020 Surveys for Analysis	Percentage of 2018-2019 Membership	Percentage of Fall 2020 Membership
Boise State University	1,705	438	422	26%	37%
Colorado State University	978	356	341	36%	42%
Furman University	2,489	569	545	23%	52%
San Francisco State University	799	274	252	34%	37%
University of California Irvine	768	190	181	25%	60%
University of Connecticut	763	115	111	15%	32%
University of Kansas	1,310	453	432	35%	28%
Hampton University	811	119	113	15%	27%
Northwestern University	1,592	443	426	28%	44%
University of Delaware	3,905	741	711	19%	39%
University of Miami	1,392	367	339	26%	52%
University of Southern Maine	2,197	781	717	36%	72%
Aquinas College	1,375	238	227	17%	32%
University of New Mexico	1,349	229	223	17%	17%
TOTALS	21,433	5313	5040	25%	40%

Figure 1: 14 Program Age Distribution

(percent of participants in each age range)

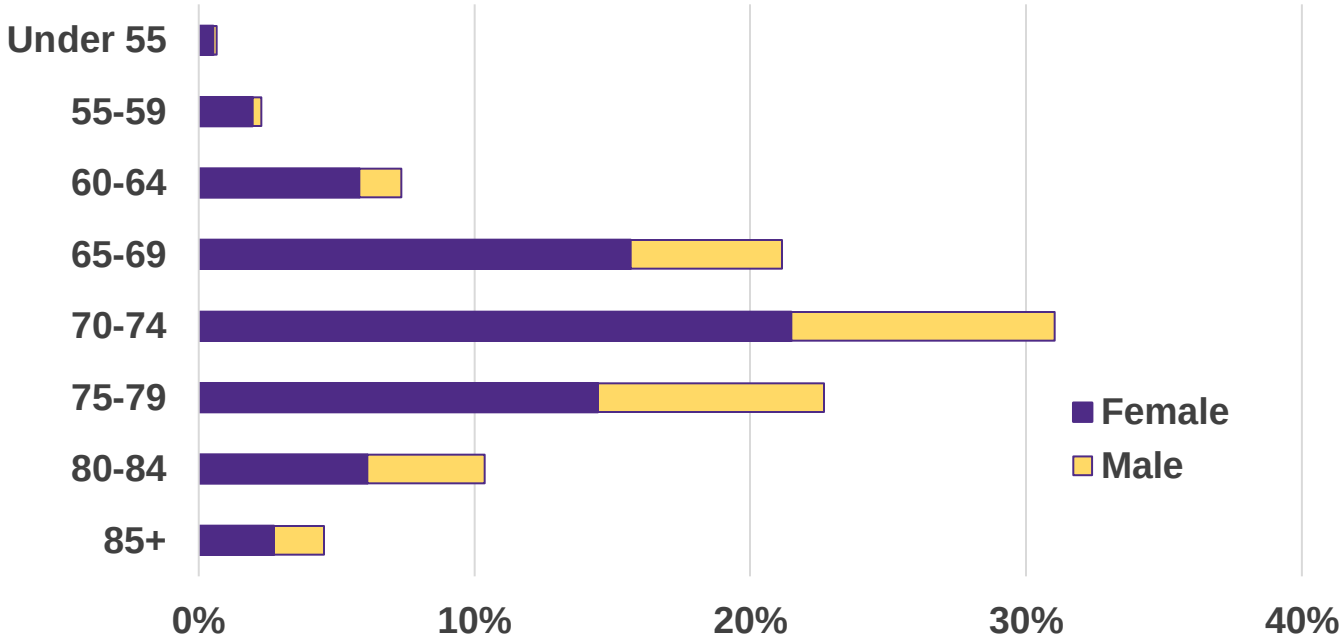

Figure 2: 14 Program Ratio of Male to Female

(percent of participants)

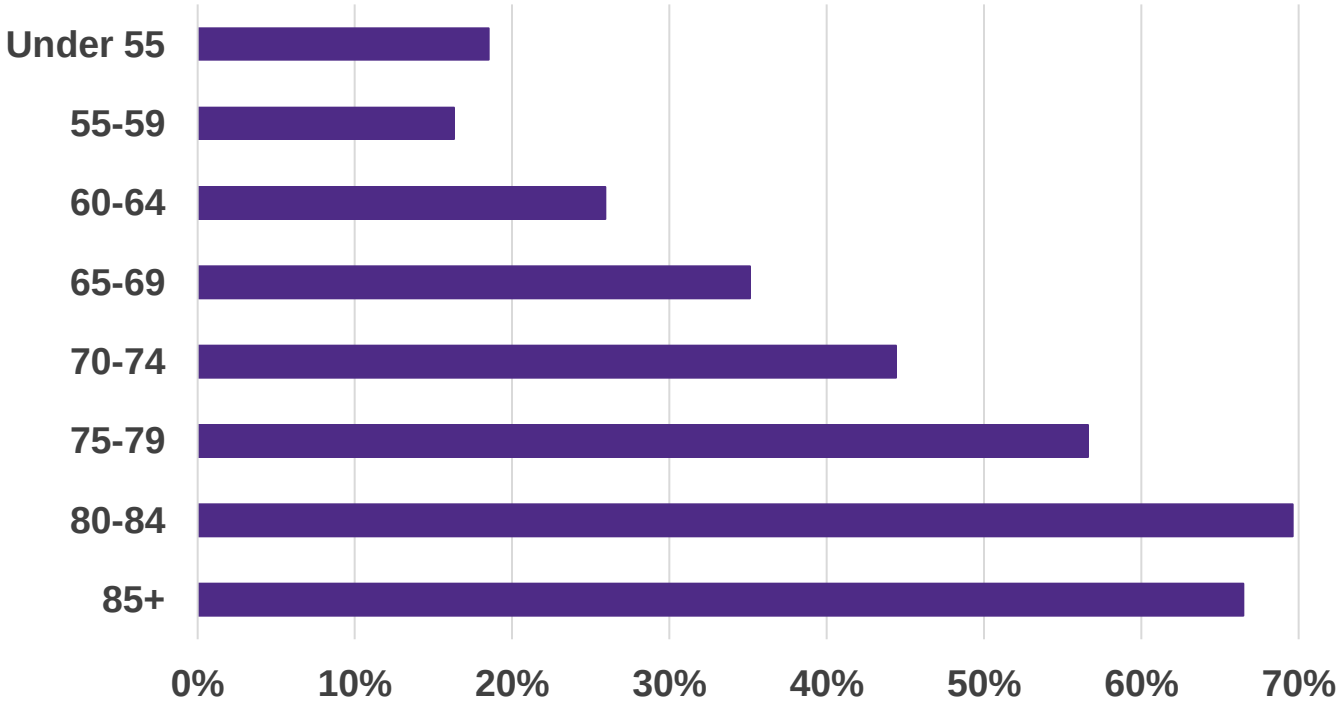

Table 2: Comparison of Selected Results of 2014-2020 Surveys

Year (+ number of Programs)	70 and up %	Male/ Female	Bachelors and above %	Working or looking for work %	Relocation in last 9 years %	Smart phone %	Little or no Social Media use %	Non-OLLI online %
2014 (8)	51.8	0.42	87.7	19.2	NA	47.5	52.6	18.5
2016 (8)	57.9	0.45	89	16.6	28.4	75.2	NA	21.7
2016 (12)	59.2	0.45	89.7	15.4	26.9	75.7	NA	22.2
2018 (8)	63.9	0.42	89.6	13.9	29	84.7	38.8	21.7
2018 (12)	64	0.46	89.6	13.6	28.3	85.7	38.9	22.5
2018 (14)	63.6	0.45	90.5	14.2	27.4	84.9	38.9	22.7
2020 (8)	68.8	0.45	91.8	12.8	30.1	89.3	37.1	54.7
2020 (12)	69	0.46	92	12.8	28	90.1	35.8	55.3
2020 (14)	68.6	0.45	91.8	12.8	27.9	89.8	35.8	55.5

Table 3: Non-White Participants in 2020 and 2018

(*percent of participants*)

Race/Ethnicity	2020	2018
Black/African American	2.7	3.3
Hispanic/Latino	1.2	1.5
Asian	0.7	0.5
Native Hawaiian/Pacific Islander	0	0
American Indian/Alaska Native	0.1	N/A
Two or more	1.3	1.1
Other	0	0.7
Total Non-White	6.1	8.6

Figure 3: Education Level of 2020 Survey Participants

(percent of total, of women and of men)

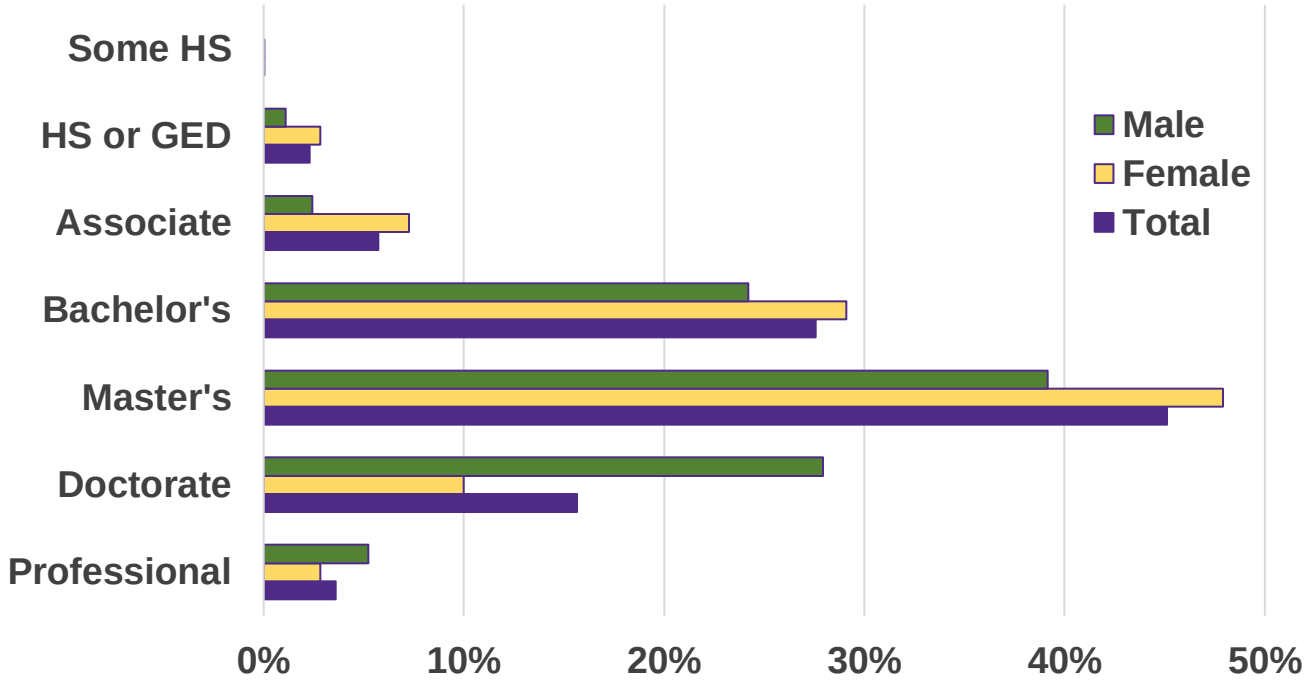

Figure 4: 2020 Topic Preferences

(percent of participants)

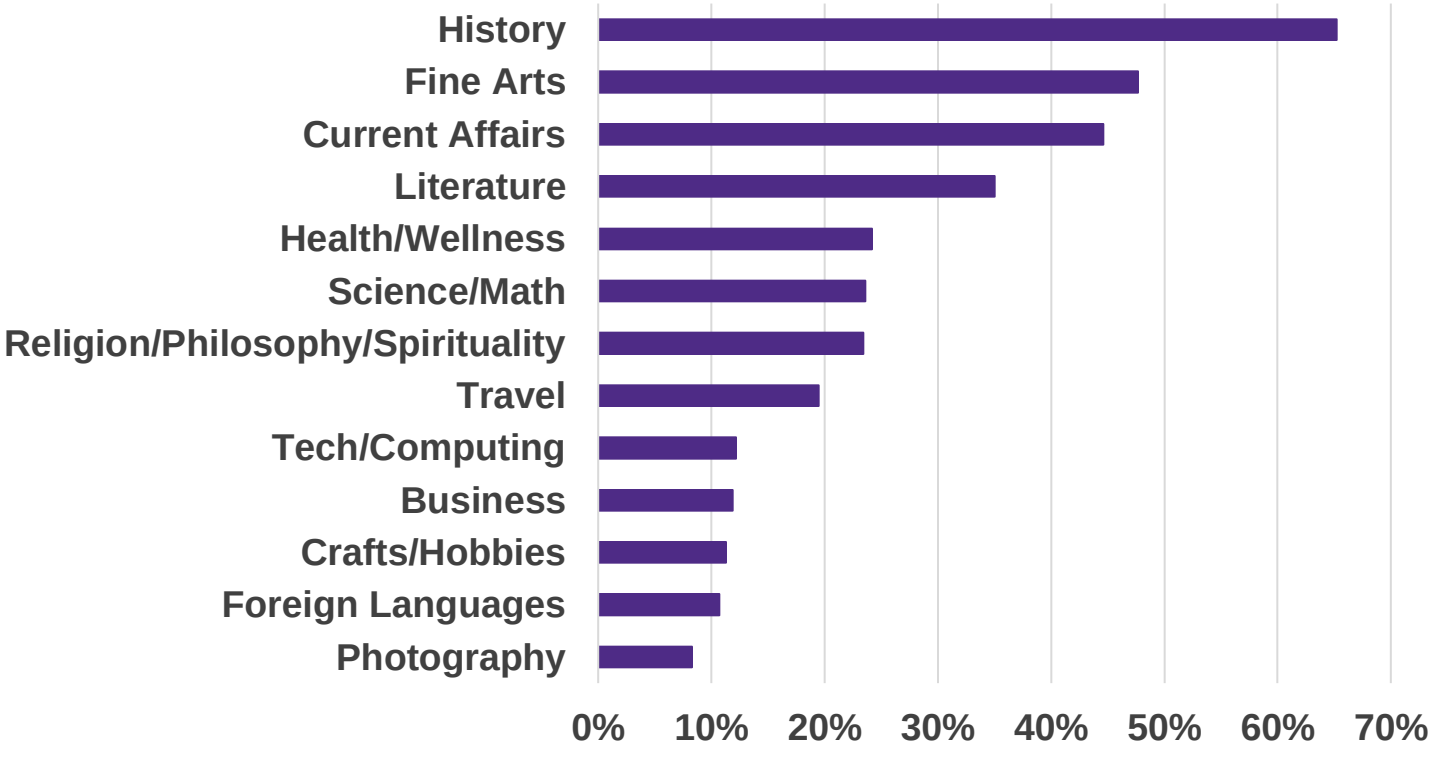

Figure 5: 2020 Topic Preferences by Gender

(percent of each gender)