

Report on the 2024 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, it is comprised of 124 university/college-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 is currently about 130,000 members. In general, OLLI members are at least 50 years old and retired from full-time employment. Across the Network, OLLI members differ in backgrounds, interests, and experiences, and OLLI programs differ in size, curriculum, and pricing. [1].

This report presents the results of the sixth national membership survey of a representative population of the OLLI Network, conducted in the fall of 2024 by the Osher NRC. Over the years, the NRC's membership survey has had four recurring 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; (3) identify course topic interests; and (4) gauge OLLI members' experience with and attitudes toward online learning. The first survey was conducted in 2014, and the core survey questions have remained the same over the years with some refinement. Beginning in 2016, a final element of each survey has been the exploration of one topic of interest through an open-ended question. This question is selected by the Research Review Committee (RRC) of the Osher NRC. The 2016 survey investigated OLLI members' perceptions and realizations regarding the value of lifelong learning to older adults [2]. The 2018 survey asked about OLLI members' satisfaction with relationships [3, 4, 5, 6]. 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. In the 2022 survey, participants were asked what they would change about their OLLI program to make it more meaningful and enriching for OLLI members. This question followed additional new questions prompting members to reflect on their primary sources of personal self-worth/significance and how OLLI participation contributes to these perceived sources. The 2024 survey asked OLLI members to share their ideas for a new Osher Institute learning experience (or extension of one from the past) that would be significant to them and to include the topic, engagement, and environment. Forty percent of respondents answered this question. The insights from this question will be summarized and released at a later date.

Most of the 2024 survey questions are the same as 2022. The 2024 survey omits questions about self-worth/significance and adds questions about (a) the use of Generative Artificial Intelligence (AI); (b) whether or not the host institution of the OLLI program is the same as the member attended for their undergraduate education; (c) the age at which each participant joined OLLI; (d) the nature of their volunteer work for OLLI and (e) the ranking of various forms of OLLI program engagement. This report will focus on identifying areas

where 2024 responses differ from 2022 (or earlier years) and the responses to questions posed for the first time in this survey.

The six national surveys were conducted during three very different eras for lifelong learning and older adults. Prior to the COVID-19 pandemic, from 2014 – 2018, OLLI programs were dominantly in person. By the 2020 survey, Osher Institute program courses and other activities shifted to online instructional models due to COVID-19 pandemic restrictions [1]. As higher education and communities moved beyond the COVID-19 pandemic in 2022, OLLI programs showcased a mix of in-person and online activities. The 2024 survey reflects a further distance from restrictions imposed by the pandemic along with greater mastery of online and hybrid in-person/online offerings. Thus, the context for the six surveys has differed over time, particularly the last three iterations.

Methodology

A. Survey Development

All six surveys were developed by the authors and then refined through discussions with the Research Review Committee of the Osher NRC. The 2016 and 2018 surveys were administered both online and via paper copy; the 2014, 2020, 2022, and 2024 surveys were administered online only. The questionnaire was written and distributed in English.

The full survey instrument utilized in 2024 is included as Appendix 1. As noted above, many elements of the surveys have remained constant since 2014, to allow identification of key demographic and behavioral trends (e.g., age and gender distribution, educational attainment, work/retirement status, and technology utilization). Others have been added to reflect changing times (e.g., online learning and related areas as a result of the COVID-19 pandemic and attendance limitations on traditional in-person activities, emergence of new social media platforms, host university alumni status, volunteerism interests, and AI use). And, as noted above, a different open-ended question has been posed in each survey since 2016 to enhance understanding of OLLI participants and their preferences or recommendations.

B. Survey Sample

The Research Review Committee of the Osher NRC chose 16 OLLI programs that exemplify the locations, program size, host university characteristics, and program ages of the OLLI Network as a whole. These are listed in Table 1. The first survey (2014) included eight of these programs, and the number has been gradually expanded in subsequent years to be more representative of the entire OLLI Network. The characteristics of the original eight programs appear consistent across the six years within the expanded group of 16 programs. As this is a broader study, note that comparisons across years consider all

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programs included each year (in addition to the eight) in our descriptive statistics and statistical comparisons.

The selected OLLI programs were responsible for disseminating information about the survey process. OLLI programs distributed information via electronic communication mediums such as direct emails, email newsletters, and social media. These programs were allowed to tailor their messaging; however, the Osher NRC provided initial language about the survey. Additionally, each program could add three or four of their own local questions at the end of their particular survey.

A total of 6,386 individuals from 16 OLLI programs responded to the 2024 survey. A total of 5,842 (91.5%) of these responses were deemed suitable for data analysis by the authors of this report. A survey was not used if the respondent did not consent to participation or did not indicate both their age range and gender. The age and gender requirements were imposed because of the importance of sorting responses by these two variables in the trend analyses. Using the 2023-24 membership of each participating program, the response rate of usable responses was approximately 32%. This survey response rate is sufficient and consistent with many of today's social science research studies [7].

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 16 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 Osher NRC administrated the survey, providing Osher Institute directors with an individualized link to their survey in SurveyMonkey (including both the core survey questions, plus three or four additional questions the local institute chose to pose to their own membership). OLLI directors then distributed the survey to their membership. The SurveyMonkey data for all responses from each program were exported into separate Excel spreadsheets. To ensure confidentiality, the IP address of each respondent (the only possible identifying information collected) was discarded before the data were analyzed. The spreadsheets for each program were then combined into a single consolidated spreadsheet for analysis of the composite data set.

Results

The following includes 2024 survey results for all 16 programs in the areas of age, gender, marital status, ethnicity, LGBTQ identification, educational attainment, technology utilization, relocation history, experiences with and preferences for various in-person, online, and hybrid learning modalities, and course topic preferences. Additionally, levels of

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engagement based on an individual's preferred class experience are identified. Selected comparisons of 2024 data with that of earlier surveys are offered.

A. Data Snapshot/Overview

Table 2 provides a snapshot of the selected responses to each question from the 2024 survey, and comparison to the 2022 results for questions that were also asked that year.

Results are given in the order the questions were posed. All responses are in percentages. Fuller discussions of selected topics will be given in subsequent sections of the report. The following observations can be made.

- Question 1: The percent of participants age 70 and above in 2024 differed only slightly from those in 2022, as did the responses to questions 2-9.
- Questions 10-12: From 2022 to 2024, modest increases are observed in smartphone and wearable device usage, as well as that of social media platforms. Modest use of Generative AI is also reported.
- Question 13: Slightly more than one-quarter of survey participants are a member of an OLLI hosted by the college/university they attended as an undergrad or graduate student.
- Question 14 and 15: The percentage of new OLLI members (2 years or less) in 2024 is larger than in 2022. Question 15 responses show that the percentage of current OLLI members who joined OLLI at age 70 or above was slightly over 35%.
- Question 16: The percentage of OLLI participants who serve in a volunteer capacity in their program stayed nearly constant from 2022 to 2024. The percentages assuming various volunteer responsibilities will be discussed in a subsequent section.
- Questions 17 and 18: 2024 responses indicate more in-person classes taken and a greater preference for in-person activities than in 2022. These will be discussed further along with responses to question 22 on barriers to in-person involvement.
- Question 19: The dominant reasons for participation in online classes (schedule flexibility and transportation concerns) are similar for 2024 and 2022.
- Question 20: The class experiences valued/preferred are listening, asking questions, discussing with classmates, and discussing with instructors.
- Question 21: The top five areas of topical interest for participants for all survey years have been quite similar.
- Question 22: The most commonly mentioned challenges to in-person involvement in 2022 and 2024 are quite similar with the important exception of public health. The reduction from 2022 to 2024 is most likely due to reduced concerns about COVID-19, and its implications for in-person and online activities.
- Question 23: Overall OLLI program ratings are noticeably higher for 2024 than 2022.

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In the following sections we shall more fully explore the topics of age; technology, social media, and Generative AI usage; preferred learning modalities in the light of barriers to in-person involvement; preferred class experience; volunteer contributions; and overall program ratings.

B. Age

One of the primary findings of the surveys of past years has been the increasing age of the OLLI population. Figure 1 shows that the percentage of participants age 70 and above grew monotonically from just above 50% in 2014 to 73% in 2022. For the first time, in 2024 this ratio marginally declined, from 73.5% to 73.3%.

Two factors seem to have contributed to this result. First, as seen in Table 2, the percentage of new members (two years or less) grew from 23.5% of the total in 2022 to 31.5% in 2024. And second, as shown in Figure 2, the age distribution of these new members in the 2024 survey reflects a younger population than the distribution as a whole (50.9% age 70 and above vs. 73.3%). This percentage of the newest OLLI participants age 70 and above was essentially constant from 2022 to 2024 (50.6% compared to 50.9%). This suggests the possibility that an age distribution shown in Figure 1 for the whole population requires the much younger distribution shown for the newest members in both 2022 and 2024.

Reported length of membership was not a question posed prior to 2022, so results of future surveys will be important to further clarify the relationship of overall population age with that of new members. Since the 2014 survey, however, many combinations of age and other quantities measured in all survey years have been examined. The best correlation with percentage of participants age 69 and below (or 70 and above) is found with percentage of participants age 69 who have been retired two years or less ($p < .01$). The trend in these two quantities as a function of survey year is shown in Figure 3. It may be, therefore, that monitoring the younger segment of this newest population will be useful in anticipating longer term trends in participant age.

Responses to one other question posed in the 2024 survey may shed light on age trends in the OLLI population. For the first time, participants were asked their age when they joined OLLI (question 15). As shown in Table 2, only 35.1% joined at age 70 or above (64.9% at age 69 or below). This percentage is substantially lower than reported by the 2024 survey participants (49.1%). The most obvious reason for this difference is that the members participating in the 2024 surveys joined over the entire period represented by the survey years of 2014-2024. In fact, 52.3% of 2024 survey participants have been OLLI members for five years or more, and 36.4%, seven or more years. This suggests that the higher percentages of younger participants seen in the earlier years require larger percentages of members joining at younger ages than in 2022 or 2024.

C. Technology, Social Media, and Generative Artificial Intelligence

The OLLI population has shown a high and growing use of computing and communications technologies and use of social media platforms from 2014 to 2024. For example, more than 93% of respondents in 2024 utilize a desktop or laptop computer. Smartphone use has increased from 47.5% to 95.4%, and in 2024 exceeds laptop and desktop computer usage (93%). This survey originally asked about wearable technologies (e.g., smart watches) in 2022, and in 2024. The number of survey participants using such devices increased from 30.0% to 35.2% in this two-year span.

Social media use has gone from 47.4% in 2014 to 71.8% in 2024, with Facebook and YouTube being the most widely used in all survey years. New platforms have also become popular. For example, Nextdoor is the third most popular social media platform among 2024 survey participants (24.1%), whereas less than 5% indicated its use two years earlier. The fourth most popular platform in 2024 is Instagram, with 22.6% using it in 2024 compared to 17.7% in 2022.

The 2024 survey is the first in which a question about the use of Generative Artificial Intelligence (AI) was posed. As noted in Table 2, 70.8% of participants rarely or never use Generative AI tools. 12.3% do use such tools for text generation (e.g., Chat GPT). 13.5% use Generative AI tools (e.g., Perplexity) for web searches that give a narrative summary of results. Much smaller percentages use Generative AI for image or video creation/editing (2.5%) or music generation (0.9%). Not surprisingly, Generative AI use is more common among those 64 and younger (34.2%) than 65 and above (28.8%). It is somewhat more prevalent among men (30.9%) than women (28.4%). And, more survey participants still working full or part time use Generative AI than those fully retired (17.6% vs 11.5% for text generation, for example.) These results appear to be the first indication of the extent of use of Generative AI by older adults.

D. Preferred Learning Modalities and Barriers to In-Person Involvement in OLLI

The results of the 2024 survey reflect a movement away from the fear of in-person participation related to the COVID-19 pandemic, prevalent in the 2020-2022 period. As shown in Table 2, in-person classes were both the dominant modality for current classes (66.4%) and the desired modality for classes (67.7%) in 2024. The corresponding percentages in 2022 were 49.7% and 55.2%. Over this same time period, participation declined in live online classes (36.9% to 31.7%) as well the desire for such classes (21.0% to 15.0%). Classes that were offered both in-person and online became more prevalent during this time period, growing from 16.8% to 21.4%. In contrast, the desire for hybrid classes decreased from 20.2% to 14.3%.

The growing offerings of and desires for in-person classes likely correspond to a sharp drop in the percentage of survey participants citing public health concerns as a challenge to in-person involvement. In 2022 the most frequently cited challenge to in-person involvement by survey participants was public health concerns including COVID-19 (18.4%). In 2024

these concerns were cited by only 3.6% of participants. Most other barriers to in-person involvement were generally similar in 2022 and 2024. For example, time constraints were noted by 15.4% of participants in 2022 and 15.9% in 2024. Transportation concerns were mentioned less frequently in 2022 than in 2024 (9.8% vs. 13.6%).

E. Preferred Class Experience

For the first time in 2024, participants were asked to rank levels of engagement for their preferred class experience in order of importance to them: listening, asking questions, discussing with classmates, discussing with instructor, choosing class content, facilitating discussions, teaching class, group outings, physical activities, and creative activities. 47.2% of participants indicated listening as their top preference, followed by discussion with classmates (9.1%), and choosing content (8.8%). Looking instead at the percentage of participants who ranked experiences among their top three preferences, listening again ranks first at 71.2%, followed by asking questions (53.2%), discussing with classmates (38.5%), and discussing with the instructor (37.2%). Together these methods of rank ordering experiences show the importance of receiving information through listening and discussing and clarifying it through interactions with peers and instructors.

F. Volunteering in OLLI

As noted in Table 2, about the same percentage of survey participants volunteered in their OLLI program in 2022 (27%) and 2024 (28%). In the 2024 survey, an additional question was asked about the nature of volunteer services rendered (question 16). The most frequently noted volunteer services were class or study group instructor (13.3%), followed by committee or advisory council membership (8.1%), class liaison/ambassador/moderator (5.1%), special projects (4.6%), and event planning and/or execution (4.1%). All other volunteer responsibilities were cited by 3.0% or less of survey participants.

G. Overall OLLI Program Ratings

As can be seen in Table 2, overall satisfaction with OLLI programs increased significantly from 2022 to 2024. Over this two-year period the percentage of survey participants rating their program either outstanding or exceeding expectation went from 68.3% to 76.8%. Certainly, one contributing factor to this change may be the increase of in-person activities and reduced restrictions associated with concerns about COVID-19.

H. Variability Among OLLI Programs Participating in the Survey

The OLLI programs participating serve very different communities, so the characteristics vary significantly. These distinctions for some demographic characteristics are shown in Appendix 3. For example, the percentage of participants who have relocated to their current community ranges from a high of 40.2% for OLLI at Furman in Greenville, South Carolina, to a low of 6.8% for OLLI at San Francisco State University. This distinction reflects the number of individuals relocating to the two regions for retirement.

Conclusions and Further Study Planned

A. Demographics

The 2024 OLLI national membership survey reveals a stable yet evolving demographic, with a slight decrease in the proportion of members aged 70 and above for the first time in a decade. OLLIs should look at their own demographics to see if this trend is mirrored. Are more younger members coming and are older member demographics holding steady? Younger new members suggest a potential long-term demographic change within OLLI. The percentage of participants who have been members for two years or less grew significantly, indicating that OLLI continues to attract new learners. This finding is heartening toward the longer-term success of the Institutes.

B. Other Relevant Learning Characteristics

Technology use continues to rise among OLLI members, with higher adoption rates of smartphones, wearable devices, and social media platforms. However, Generative Artificial Intelligence (AI) use remains relatively low, with the majority of members rarely or never using AI tools. Notably, AI adoption is higher among younger members and those still in the workforce, suggesting that future learning opportunities in AI may be beneficial.

A major shift observed in 2024 is the growing preference for in-person learning, with a corresponding decline in the desire for live online and hybrid learning. The percentage of members taking in-person classes rose significantly from 2022 to 2024, reflecting a post-pandemic recovery and renewed comfort with in-person activities. Concerns about public health as a barrier to in-person participation have declined dramatically. While online learning remains relevant, particularly for those with transportation, mobility, or scheduling challenges, the desire for hybrid courses has decreased, warranting further investigation. Is decreased desire for hybrid learning due to desires for more in-person interactions, or dissatisfaction with hybrid technologies or experiences, or something else?

C. Topics

Listening remains the most preferred class experience, but discussion-based learning also ranks highly among members. Survey results indicate that receiving information through lectures and engaging in discussions with instructors and classmates are the most valued forms of participation. Interactive and discussion-based learning formats may be increasingly important for future OLLI programming.

Course topic preferences have remained consistent throughout many survey years, with interest in subjects such as history, art, current events, and science continuing to be strong. Minor variations were present in the 2024 survey. Understanding how topic interests evolve over time can help ensure that OLLI programs remain relevant and engaging for

members; however, such pursuits should be complemented by explorations at individual local OLLI sites.

D. Final Notes and High-Level Recommendations

Volunteer engagement remains strong, with nearly one-third of members actively contributing to their OLLI programs in roles such as instructors, committee members, and event planners. This sustained level of volunteerism reflects an engaged and active membership base. It suggests the blended appeal of socialization, service, and learning in community remains of high value to OLLI members.

Overall satisfaction with OLLI programs has increased significantly since 2022, with more members rating their experiences as outstanding or exceeding expectations. This improvement is likely linked to the return of in-person engagement and a broader range of course offerings. We offer the following high-level recommendations.

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Recommendation	Description
Expand Efforts to Attract Younger Members	Target individuals in their 50s and 60s through workplace retirement programs, alumni networks, and digital marketing to sustain membership growth.
Enrich Technology Integration and Digital Literacy Support	Offer workshops on AI tools, digital literacy, and emerging technologies to increase engagement and skill development.
Prioritize In-Person Learning While Maintaining Online Access	Focus on expanding in-person offerings while maintaining well-structured online courses. Re-evaluate live online and hybrid learning models due to declining interest.
Increase Volunteer Opportunities and Recognition	Expand the variety of roles and projects for the broad interests and skills of volunteers. Recognize contributions through awards and appreciation events.
Customize Program Offerings Based on OLLI Site Needs	Conduct needs assessments at individual OLLI sites to tailor course offerings, volunteer opportunities, and outreach strategies to maximize use of the unique local assets of its community.
Monitor Long-Term Membership Trends	Track age distribution and engagement levels over time to identify patterns and inform future program development, so older members do not drop off due to OLLI programming reasons, and younger members are increasingly attracted to OLLI.
Increase Efforts to Attract Members from Underrepresented Backgrounds	Develop targeted outreach initiatives, including partnerships with community organizations, cultural programming, and scholarship opportunities to enhance accessibility and representation in OLLI programs.

The variability among OLLI programs reflects the communities they serve, with differences in member relocation patterns, technology adoption, and program engagement levels. These distinctions suggest that customized approaches are necessary to effectively serve different OLLI communities. As OLLI continues to evolve, tracking demographic trends, technology adoption, learning preferences, and barriers to participation will be essential for long-term program success.

The Osher NRC is committed to continuing national membership survey research on an every-other-year basis. Results are compared to previous studies and used to further operational improvement at OLLIs throughout the Network. This is part of the ongoing work of the Osher NRC, 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 nationwide.

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Kevin M. Connaughton is the Manager of Adult Learning for the National Resource Center for Osher Institutes (Osher NRC) at Northwestern University in Chicago, Illinois. Kevin holds a Master of Education degree from St. Xavier University and Master of Fine Art degree from Governor's State University. Kevin's work with the Osher NRC focuses on instructional design, digital learning development and content development. Kevin is also an exhibiting artist, showing work in numerous galleries throughout the country.

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Kate Schaefer, PhD, LP is Director of the Osher Lifelong Learning Institute (OLLI) at the University of Minnesota. She serves on the University of Minnesota Age Friendly University Council and AARP MN's Executive Council, as well as co-chairs The Nexel Collaborative, a coalition of higher education institutions focused on midlife transition programming. She is a licensed psychologist and a graduate of Iowa State University (PhD), University of Minnesota (MA), and Loyola University Chicago (BS).

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Appendix 1: Survey Questionnaire

2024 Osher Institutes Membership Study Questionnaire

1. What is your age?
 - Under 54
 - 55-59
 - 60-64
 - 65-69
 - 70-74
 - 75-79
 - 80-84
 - 85 +
2. How do you identify?
 - Woman
 - Man
 - Nonbinary/non cisgender
 - Transgender
3. What is your marital status?
 - Married/Partnered
 - Single
 - Widow(er)
4. Do you consider yourself a member of the LGBTQIA+ community?
 - Yes
 - No
 - Prefer not to answer
5. What do you identify as your primary race?
 - American Indian or Alaska native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Middle Eastern or North African
 - Native Hawaiian or other Pacific Islander
 - White
 - Two or more races
 - Other (please specify)

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6. What is the highest level of education you have completed?
 - Grade school or some high school
 - High school, diploma or GED
 - Associate's degree or equivalent
 - Bachelor's degree or equivalent
 - Master's degree or equivalent
 - Doctoral degree
 - Other terminal professional degree (non-doctoral)
 - Other (please specify)
7. What is your current employment status?
 - Never employed
 - Fully retired
 - Work part-time
 - Work full-time
 - Currently seeking employment
8. How many years ago did you leave full-time employment?
 - 1 – 2 years
 - 3 – 5 years
 - More than 5 years
 - Did not work full-time outside the home
 - Not applicable, still working full-time
9. When did you move to the community/area in which you now reside?
 - Within the past three years
 - 4 – 6 years ago
 - 7 – 9 years ago
 - More than 10 years ago
 - Lived here for most or all of my life
10. Which, if any, of the following technologies do you use? (Check all that apply)
 - Laptop or desktop computer
 - iPad or other tablet device
 - Smart phone (iPhone, Android, etc.)
 - Smart wearable device (Apple Watch, Fitbit, etc.)
 - Other (please specify)

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11. Do you routinely use generative artificial intelligence (AI) programs or tools for text, image, video, music creation or alteration, or for narrative summaries of web search results? (Check all that you use)

- Text generation (e.g., Chat GPT)
- Image or video generation or manipulation (e.g., Midjourney, InVideo)
- Music generation (e.g., Udio)
- Web search engines that provide narrative summaries (e.g., Perplexity, Microsoft Edge)
- Rarely or never use AI
- Unsure
- Other (please specify)

12. Which of the following social media sites do you routinely use? (Check all that apply)

- Facebook
- YouTube
- Pinterest
- X (formerly Twitter)
- LinkedIn
- Instagram
- TikTok
- Meetup
- Nextdoor
- Rarely or never use social media
- Other social media site, (please specify)

13. Prior to your involvement with the Osher Institute, did you attend college at the university/college that hosts your Osher Institute?

- Yes
- No

14. How many years have you been a member of your Osher Institute?

- Two or fewer
- Three or four
- Five or six
- Seven or more

15. What was your age when you joined your Osher Institute?

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16. In what ways do you volunteer for your Osher Institute? (Check all that apply)

- Not currently volunteering at my Osher Institute
- Event planning and/or execution
- Committee or Advisory Council membership
- Class or study group instruction
- Classroom liaison/ambassador/moderator
- Office/Administrative assistance
- Outreach (community, prospective members, current members)
- Technology assistance
- Special projects
- Other (please specify)

17. During the current fall 2024 term, are you taking at least one Osher course that is:
(check all that apply)

- In-person
- Live online
- Online (viewed later via recording)
- Both in-person and online
- Not applicable

18. What is your preferred method for taking **the majority** of your classes/courses?

- In-person
- Live online (synchronous)
- Recorded for later viewing (asynchronous)
- Available both in-person and online synchronously (also known as hybrid)

19. What are your reasons for participating in online classes/courses? (check all that apply)

- Not applicable (I only participate in-person)
- Schedule flexibility
- Transportation concerns (commuting, parking, weather)
- Caretaking responsibilities
- Physical barriers (hearing, vision, mobility, illness)
- Language barriers
- Preference is for online classes
- Other (please specify)

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20. Rank these levels of engagement based on your preferred class experience with 1 being your most preferred.

- Listening
- Asking questions
- Discussing with classmates
- Discussing with instructor
- Choosing class content
- Facilitating discussions
- Teaching class
- Group outings
- Physical activities
- Creative activities

21. What are the primary areas of interest in the Osher courses or discussion groups in which you participate? (Choose up to three)

- Fine arts (e.g., music, theatre, studio art, film)
- Literature
- Foreign languages
- History (regional, United States, International)
- Current affairs/public policy
- Business, finance, economics
- Science and mathematics
- Technology and computing
- Photography
- Crafts, hobbies, games
- Health and wellness (e.g., exercise, nutrition, mindfulness)
- Religion, philosophy, spirituality
- Travel programs

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22. Are there any challenges to your **in-person** involvement in Osher courses or events?
(Check all that apply)

- Cost
- Hearing
- Vision
- Language
- Physical mobility
- Caregiving responsibilities
- Time
- Transportation/Parking
- Personal health
- Public health concerns
- No challenges
- Other (please specify)

23. Rate your experience with your Osher Institute.

- 5-point scale: (5– Outstanding, 4– Exceeds Expectations, 3- Meets Expectations, 2- Needs Improvement, 1- Unacceptable)

24. If you could design a new Osher Institute learning experience (or an extension of one from the past) of significance to you, what would it look like (topic, engagement, environment)?

Appendix 1: Survey Questionnaire

Table 1: Overview of Participation in 2024 Survey

Institution	Survey Dates 2024	2023-2024 Membership Total	Survey Count 2024	Usable Survey Count 2024	Percentage of 2023-24 Membership
Aquinas College	10/13 - 11/3	520	222	201	42.7%
Boise State University	10/7 - 10/25	1,555	582	547	37.4%
Colorado State University	11/4 - 11/22	1,371	495	451	36.1%
Furman University	9/27 - 10/28	2,219	817	742	36.8%
Hampton University	10/15 - 11/8	757	154	136	20.3%
Northwestern University	10/20 - 11/11	1,310	450	414	36.9%
San Francisco State University	10/14-11/1	708	258	236	36.4%
University of California Irvine	11/4 - 11/22	459	128	116	27.9%
University of Connecticut	10/14 – 11/1	517	164	146	31.7%
University of Delaware	10/14-11/1	3124	1236	1,161	39.6%
University of Kansas	10/14 - 11/1	1,815	260	221	14.3%
University of Miami	10/28 - 11/15	1,089	314	273	28.8%
University of Minnesota	10/21-11/8	936	436	409	46.6%
University of New Mexico	10/6 - 10/26	830	149	138	18.0%
University of North Texas	10/2 - 10/23	683	186	175	27.2%
University of Southern Maine	10/7-10/25	1,613	535	476	33.2%
TOTALS			6,386	5,842	32%

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Table 2: Responses to each question in the 2024 survey, and comparison with the 2022 results where a question was also asked then

Question		2024	2022	Question		2024	2022
1	Age (70 and up)	73.3	73.5	19	Reason for Online Participation		
2	Gender (women)	68.5	68.3		Schedule Flexibility	39.1	42.9
3	Marital Status (m)	61.9	62.0		Transportation	21.7	25.5
4	LGBTQ+	3.3	3.1	20	Preferred Class Experience		
5	Race (white)	92.8	91.8		Listening	71.2	n/a
6	Education (BS & up)	92.1	91.2		Asking Questions	53.2	n/a
7	Fully Retired	87.7	87.5		Discussing with Classmates	38.5	n/a
8	Left FT Work, 5+ yrs ago	67.5	68.9	21	Primary Interests		
9	Moved to Community, 5+yrs ago	22.8	21.8		History	62.2	64.1
10	Tech Utilization				Fine Arts	43.2	47.3
	Smartphone	95.4	92.5		Current Affairs	42.0	43.9
	Wearable	35.2	30.0		Health/Wellness	27.3	25.1
	Generative AI Use	70.8	n/a		Science/Math	23.1	22.1
12	Social Media			22	Challenges to In-Person Involvement		
	Facebook	53.3	49.9		Time	15.9	15.4
	YouTube	48.1	42.0		Transport or Parking	13.6	9.8
	Rarely/Never Use	28.2	36.3		Public Health	3.6	18.4
13	Attended Host University	27.0	n/a		No Challenges	55.6	53.6
14	Member 2 yrs or less	31.5	23.5	23	OLLI Program Rating		
15	Age Joined (70+)	35.1	n/a		Outstanding	45.5	38.1
16	Volunteer	28.0	27.0		Exceeds Expectations	31.3	30.2
17	Current Classes				Meets Expectations	18.7	25.6
	In-Person	66.4	49.7		Needs Improvement	3.3	4.7
	Live Online	31.7	36.9		Unacceptable	0.1	0.1
18	Preferred Modality						
	In-Person	67.7	55.2				
	Live Online	15.0	21.0				

Figure 1

Percent of Participants 70 and Above

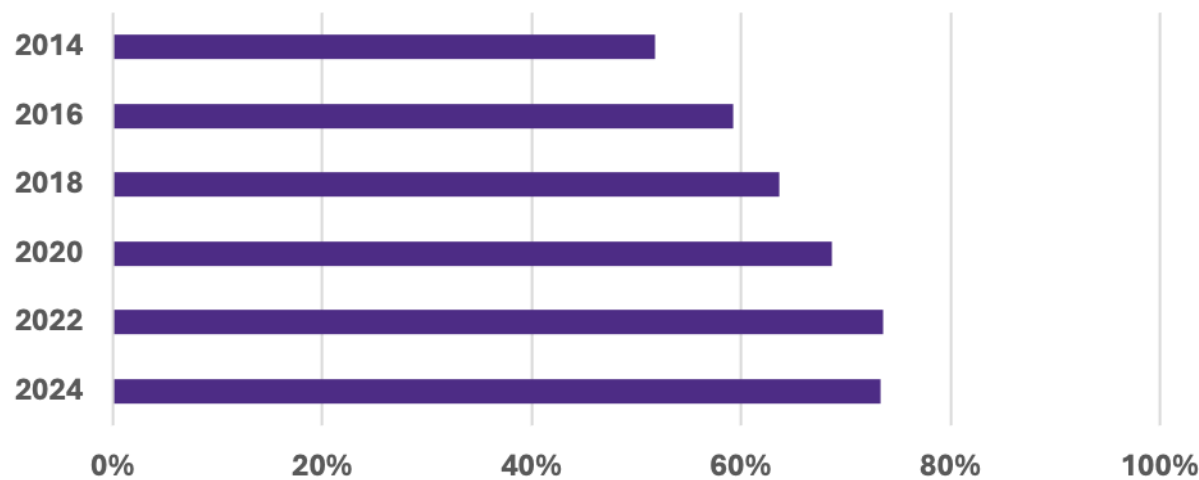


Figure 2

Age Distribution for Total Membership vs Those Belonging 2 Years or Less

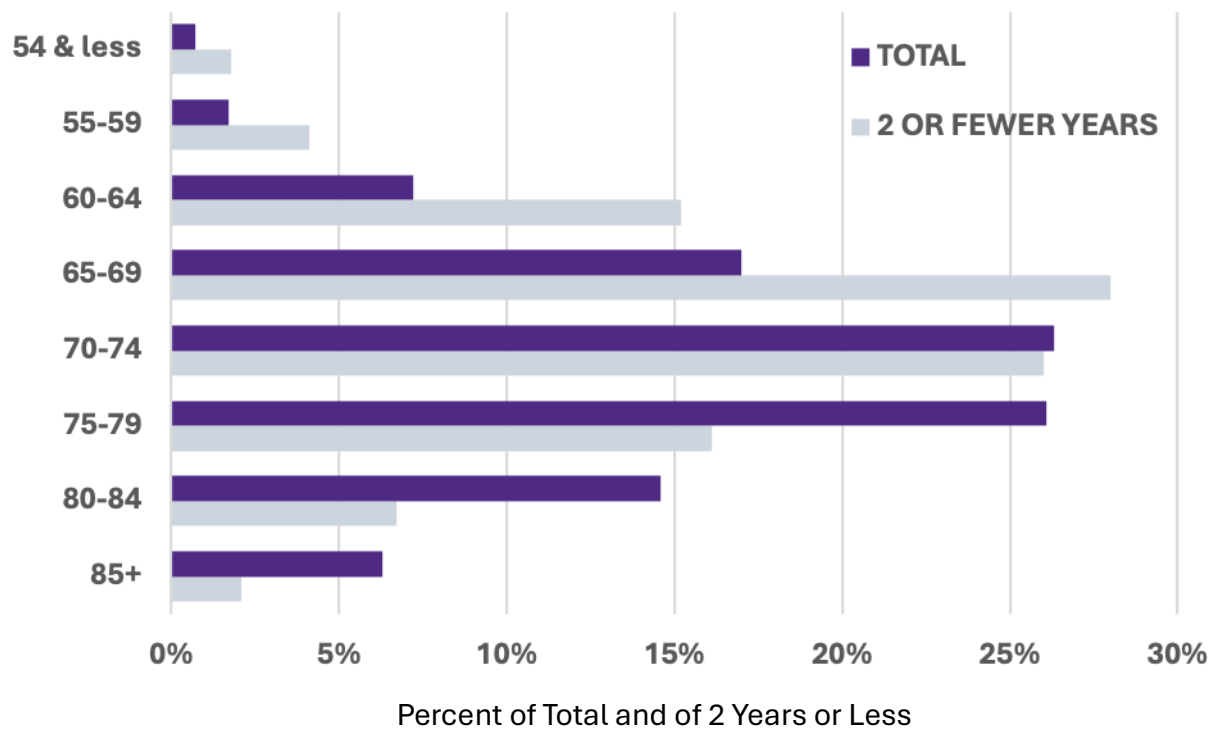
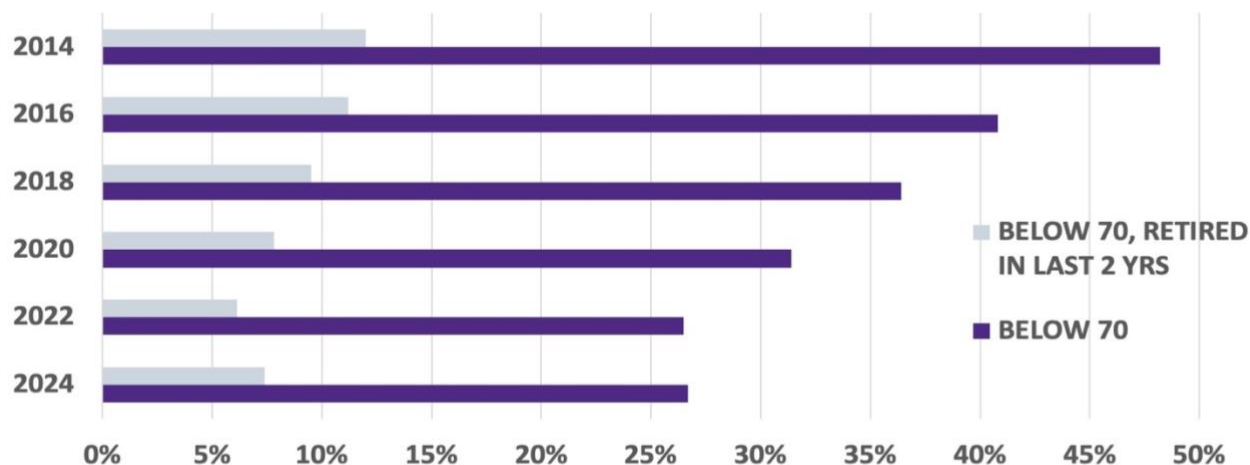


Figure 3

Percent of All Participants Below 70 Compared to Those Below 70 who Retired Within the Last Two Years



Appendix 3: Variability Among Participating OLLI Programs

Institution	Percent 70+	Percent Women	Relocation in Last 6 Yrs.	Percent Joined 2 Yrs. Ago or Less	Percent Joined Last 2 Years, 69 Yrs. Old or Less
Aquinas College	86.1	68.2	13.4	21.4	34.9
Boise State University	75.9	73.9	19.4	32.4	44.8
Colorado State University	63.3	66.5	33	42.8	56
Furman University	73	60.9	40.2	28.2	52.2
Hampton University	56.6	91.9	14	39	58.5
Northwestern University	79.4	61.1	19.8	26.1	43.5
San Francisco State University	82.6	74.6	6.8	29.7	35.7
University of California Irvine	75.9	78.4	12.1	37.1	37.2
University of Connecticut	72.6	74.4	15.1	36.3	50.9
University of Delaware	70.6	65.8	21.8	27.9	57.1
University of Kansas	82.8	65.6	18.6	23.1	29.5
University of Miami	72.1	70.3	13.6	41.4	47.8
University of Minnesota	72.5	68	15.4	33.5	51.8
University of New Mexico	50.8	76.1	26.1	46.4	73.4
University of North Texas	70.3	65.7	38.2	46.3	43.2
University of Southern Maine	81.3	74.4	21.8	27.1	33.3
Composite	73.3	68.5	22.8	31.5	49.1