

# All Fields Report

<b>Program</b>	EMERITUS Emeritus
<b>Does this program have a CTE component?</b>	No
<b>Academic Year</b>	2015/2016
<b>Review Period</b>	6 Year
<b>Service Areas</b>	

## Section A Program Description and Goals

<b>Section A</b>	<p><i>This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.</i></p>
<b>1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.</b>	<p>Emeritus College is a noncredit program for older adults. The classes are free of charge and students do not earn grades or transcripts. Emeritus helps students achieve their unique educational goals and meet their educational needs as they cope with changes in aging. The program supports the SMC mission by providing open access to high quality education that provides a safe and inclusive learning environment. This encourages personal, intellectual, and career exploration which nurtures a lifetime commitment to learning.</p>
<b>2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.</b>	<p>The overarching goal of Emeritus is to provide a broad educational program for older adults that focuses on basic knowledge, consumer education, career skills, coping skills, health maintenance, and personal growth. This is accomplished through intellectual inquiry, group interaction, creative experiences and physical and mental stimulation. Course topics include: art, computer training, post-stroke recovery, health &amp; safety, human development, literature &amp; writing, music, political science, theater arts, etc. Social interactions with peers are a key aspect of Emeritus programs; this helps students to build peer networks, which in turn builds social supports that promote well-being.</p>
<b>3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.</b>	<p>Several ILOs and Supporting Goals are integrated into the Emeritus program. These include:</p> <p><b>ILO #1 Personal Attributes:</b>            Through Emeritus instruction classes (e.g. Human Development, Computer Training, Literature, etc.), faculty help students acquire the self-confidence and self-discipline to pursue their intellectual curiosities and develop skills to enrich them both personally and professionally. Emeritus is so successful at doing this, that many of our students repeat classes to continue that lifelong learning process.</p> <p><b>ILO #2 Analytic and Communication Skills:</b>            Emeritus offers access to classes (e.g. Political Science, Autobiography, Using the Internet Safely, etc.) that offer students the opportunity to develop their analytical, problem-solving and communication skills.</p>

**ILO #4 Applied Knowledge and Valuation of the Physical World:**

While most Emeritus students could drive their own cars to school, many of them opt to take public transportation to Emeritus. This impacts the earth by reducing carbon emissions and also is a great convenience to students.

**ILO #5 Authentic Engagement:**

Faculty teach students the skills they need to engage in their subject and apply it to their life immediately. For example, Autobiography students get published in the annual Emeritus publications and external publications; Computer students learn how to use the computer to communicate with friends, family, volunteer organizations and employers; and Jewelry-Making students use their newfound skills to sell their creations at annual arts & crafts shows locally.

**Supporting Goal: Supportive Learning Environment**

Emeritus has its own Enrollment Services office which handles admissions and records for Emeritus students – this is much more convenient for Emeritus students than going to the main campus for admissions assistance. Also, Emeritus offers a mini-lab that is staffed by volunteers and student workers a couple of hours per day, and all week during peak registration periods. The mini lab volunteers and staff guide Emeritus students through the online registration process and also provide access to computers for other needs such as email, class work, web research, etc.

**Supporting Goal: Stable Fiscal Environment**

In response to budget challenges after the Great Recession, Emeritus reduced its winter and summer class offerings. Also, Emeritus has saved several thousands of dollars by moving off-site classes to the Emeritus building to save on facility rental fees. In addition, Emeritus volunteers and staff conduct annual fundraising efforts that help support Emeritus with equipment, supplies and programming that we would otherwise have to do without.

A new area of exploration for Emeritus is to pursue the development of Career Technical Education curriculum. Besides offering students additional training opportunities for their career interests, this would help to diversify and increase the apportionment funding collected from the state.

**4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).**

The only additional funds that Emeritus uses are from its Foundation account. These funds are typically used for materials, supplies, consultants for special projects, guest lecturers, and in extreme cases to pay for classes (as happened in Winter 2014 when State funding was very limited). The average Emeritus Foundation funds spent annually represent about 3% of the total costs of running Emeritus.

*In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)*

**Section B: Area/Discipline Information Pertains To Populations Served**

*All Disciplines (answered once)*

**1. Describe your students in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last six-year program review and the possible reasons for the changes.**

Since 2010, the number of students enrolled at Emeritus has had a declining trend. As of Fall 2014, there were 2,894 total students enrolled, which is about an 11.5% decline since Fall 2010. A major factor in the decline was the reduction of class offerings due to budget cuts after the Great Recession.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	College-Wide Fall 2014
<b>Female</b>	2531	2456	2409	2162	2221	15,819
	<b>77.3%</b>	<b>76.1%</b>	<b>76.3%</b>	<b>76.9%</b>	<b>76.7%</b>	<b>52.5%</b>
<b>Male</b>	742	772	747	650	673	14,340
	<b>22.7%</b>	<b>23.9%</b>	<b>23.7%</b>	<b>23.1%</b>	<b>23.3%</b>	<b>47.5%</b>
<b>Total</b>	3273	3228	3157*	2812	2894	30,159
	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
*Includes "Unreported"						

**GENDER**

Females continue to dominate Emeritus student enrollments by making up 76.7% of the population, as of Fall 2014. This has been relatively stable versus Fall 2010 (77.3% female). While it is a college-wide and national trend to have more females than males enrolled, there are likely a couple of additional factors that contribute to Emeritus' enrollment trends of significantly more older adult females versus older adult males: 1) females outlive males, and 2) females are more likely than males to seek out supportive services such as those offered by Emeritus.

**AGE**

The majority of Emeritus students served are above the age of 50 years old (99%). Over the years, the percentage of students above the age of 70 years old has slowly increased (from 60.4% in Fall 2010 to 68.2% in Fall 2014). Conversely, the percentage of students below the age of 70 has steadily decreased (from 39.6% in Fall 2010 to 31.8% in Fall 2014). A possible explanation for these trends is that the Baby Boomer generation has a different outlook on retirement. Many of them continue to work after retirement, either out of need or a desire to feel relevant in the community. In order to maintain and increase Baby Boomer student enrollment at Emeritus, we need to create curriculum that engages Boomers and meets their unique learning needs. The creation of career technical education (CTE) would help to address the educational and career needs of this specific population of older adults.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	College- Wide Fall 2014
<b>39 or Younger</b>	26 <b>0.8%</b>	24 <b>0.7%</b>	25 <b>0.8%</b>	17 <b>0.6%</b>	13 <b>0.4%</b>	9,080 <b>30.1%</b>
<b>40 to 49</b>	43 <b>1.3%</b>	36 <b>1.1%</b>	39 <b>1.2%</b>	35 <b>1.2%</b>	17 <b>0.6%</b>	12,864 <b>42.7%</b>
<b>50 to 59</b>	263 <b>8.0%</b>	231 <b>7.2%</b>	191 <b>6.1%</b>	152 <b>5.4%</b>	141 <b>4.9%</b>	3,741 <b>12.4%</b>
<b>60 to 69</b>	966 <b>29.5%</b>	946 <b>29.3%</b>	880 <b>27.9%</b>	740 <b>26.3%</b>	749 <b>25.9%</b>	2,497 <b>8.3%</b>
<b>70 to 79</b>	1095 <b>33.5%</b>	1129 <b>35.0%</b>	1165 <b>36.9%</b>	1093 <b>38.9%</b>	1172 <b>40.5%</b>	1,042 <b>3.5%</b>
<b>80 or Older</b>	880 <b>26.9%</b>	860 <b>26.6%</b>	856 <b>27.1%</b>	775 <b>27.6%</b>	802 <b>27.7%</b>	935 <b>3.1%</b>
<b>Total</b>	3273 <b>100%</b>	3228* <b>100%</b>	3157* <b>100%</b>	2812 <b>100%</b>	2894 <b>100%</b>	30,159 <b>100%</b>
*Includes "Unreported"						

## **ETHNICITY/RACE**

In Fall 2014, the majority of Emeritus students self-reported as being White (73.2%), followed by Asian (9.1%), Hispanic (3.8%), and Black (2.9%). This percentage breakdown is similar over the years since Fall 2010. *(See attached appendix for the full data chart.)*

The socio-economic and ethnic breakdown of Emeritus students is very different than the college-wide numbers. This difference is likely due to the fact that older adults are not as willing or capable to travel long distances to attend school in comparison to their younger cohorts. As a result, most of the Emeritus students are from the local, more affluent areas. In Fall 2014, Emeritus' student body consisted of 37% Santa Monica residents, which is more than twice the percentage of college-wide Santa Monica residents.

## **EDUCATION HIGHEST LEVEL**

Overall, Emeritus students are well educated. 58.3% self-reported as having a bachelor's degree or higher and 7.8% self-reported having an associate's degree. Since this program serves older adults, many of whom have retired from professional careers, it is typical to have students with such high education levels. *(See attached appendix for the full data chart.)*

## **EDUCATION STATUS**

As expected, the percentage of continuing students (81.3%) and returning students (11.1%) at Emeritus is very high since noncredit, older adult students tend to repeat classes often as part of their lifelong learning journey. (See attached appendix for the full data chart.)

## **RESIDENCY**

The majority of Emeritus students are California residents (98.3% as of Fall 2014), which has been fairly consistent throughout the years with only a 1% increase since 2010. (See attached appendix for the full data chart.)

### **2. Compare your student population with the college demographic. Are your students different from the college population?**

Overall, the Emeritus student population is very different from the college-wide student population. In Fall 2014, the college-wide enrollment had much higher representation of males, non-White ethnicities, and students under the age of 50 years old. These differences in student demographics are due to the nature of Emeritus being a noncredit program targeted to older adults, many of whom live in the more affluent west side of Los Angeles County.

### **3. What percentage of students in your program place in basic skills and, if applicable, how does this impact your program goals and/or curriculum.**

Not applicable.

## **Section C Program Evaluation**

**Section C – Program Evaluation** - In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

## **Saved Information For Program Evaluation**

**Area/Discipline Information Pertains To**

All Disciplines (answered once)

**1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.**

*SLOs are specific, measurable statements of ‘what a student should know, be able to do, or value when they complete a course’. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*

Emeritus has two basic SLO questions for each and every class that also link to Institutional Learning Outcomes (ILOs):

- 1) Rate your knowledge of \_\_\_\_\_. (ILO 2, Analytic and Communication Skills)
- 2) Rate your confidence in your ability to \_\_\_\_\_. (ILO 5, Authentic Engagement)

**2. Describe how the program assesses SLOs and uses the results for program improvement including:**

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

Historically, SLOs at Emeritus have been measured every Fall and Spring term. Since Emeritus noncredit classes do not have grades, exams, etc., SLOs are measured by asking students to fill out a self-assessment survey. Prior to Spring 2015, the student SLO survey was based on a 5 point Likert scale. Each survey asked about three or four general questions that were tailored to the instructor’s classes, with some classes having as many as eight SLO questions.

A review of past survey results indicated a high level of success in student learning outcomes. However, the SLO assessment instrument made it difficult to identify progress or areas for improvement. So, the Associate Dean (Gita Runkle) met with the Chair (Christine Schultz) and Vice Chair (Hannah Lawler) of the Institutional Effectiveness Joint Committee to discuss further customizing the assessment tool to better identify room for improvement.

The solution recommended was to revise Emeritus’ SLOs down to two basic questions measuring knowledge and confidence. In the Fall 2014 term, the new suggested Emeritus SLO questions and survey tool were discussed with and revised by faculty. There is now a Pre-Assessment Survey and a Post-Assessment Survey with these same two questions. The questions are rated on a 0 to 10 point scale and the surveys require individual student ID numbers. The Pre-Assessment Survey is implemented at the start of the class (during the first or second week of class) and the Post-Assessment Survey is implemented towards the end of the term (during the last week or two of class). These revisions to the SLO questions allow for better tracking and assessment of student learning outcomes.

This new SLO process was launched in the Spring 2015 term. The Pre-Assessment and Post-Assessment Surveys are distributed to students by faculty. After they are filled out and collected, faculty submit them to Emeritus staff to be scanned using the Remark Gravic software (optical mark recognition software). After all the surveys are electronically scanned, the data is analyzed and reported back to faculty so that they can use it to continuously improve their classes. Annual meetings are held with faculty to review and discuss the SLO survey results and plan any changes needed.

The results from the new surveys launched in Spring 2015 show that the average Pre-Assessment rating for knowledge

was 4.99 and confidence was 5.14. While this may seem high for a Pre-Assessment, this reflects the nature of our students – highly educated, retired professionals who often repeat the same classes at Emeritus. The average Post-Assessment rating for knowledge was 7.31 and confidence was 7.55, representing a 2+ point increase.

	Pre		POST		Difference #s	
Term	Knowledge	Confidence	Knowledge	Confidence	Knowledge	Confidence
Spring 2015	4.99	5.14	7.31	7.55	2.32	2.41

**3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.**

*Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

Certificates are not currently offered. However, Emeritus has interest in exploring and offering career technical education classes and certificates to address the growing need of the Baby Boomer generation. According to a survey of 3,500 people conducted by Merryl Lynch and Age Wave, 47% of Retirees have or plan to work after retirement and 72% of pre-retirees (age 50+) plan to work after retirement.

Boomers currently represent about 31% of Emeritus students and clearly have different educational needs versus older students (age 70-95+). Emeritus must evolve to meet the needs of its Boomer students and noncredit short-term CTE represents a good solution to meet their needs.

**4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).**

Noncredit courses have continuous enrollment and are funded through positive attendance throughout the semester (the college only collects apportionment on the days that students attend class). Thus, enrollment and attendance rates are a measure that we watch closely to decide on whether or not to continue offering a class. Currently, our average rate of attendance is about 65% across all classes/instructors. It would be good for Emeritus to aim to have an 80% attendance rate across all classes/instructors, in order to increase the amount of apportionment funds collected. However, this would likely take additional staff to follow up individually with each faculty member below the 80% goal to notify them of their low attendance rates and discuss ways to improve curriculum and classroom management to increase their attendance rates.

Also, a student survey is currently being revised to collect systematic feedback from Emeritus students (in addition to our

suggestion box and individual feedback submitted to staff and the Associate Dean).

**Part 1: Looking Back - D1 Objectives**

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

<p><u>Objective:</u> Launch a faculty evaluation process at Emeritus.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> This was launched in Fall 2015.</p>	
<p><u>Objective:</u> Develop a plan to revamp the advisory committee, also known as the Emeritus College Executive Council.</p> <p><u>Status:</u> Completed</p> <p><u>Comments:</u> The name of the group is now the Emeritus College Advisory Council to better reflect and reinforce the advisory nature of the group (versus a governing board, as many seem to mistake it to be). The terms were reduced from 5 years to 3 years as well as limits placed as to the number of total terms that someone can serve (3 terms max with a waiting period of one year in between the 2nd and 3rd terms). Also, the membership requirements now allow for non-Emeritus students or volunteers to apply if they are a representative from an organization serving older adults.</p>	
<p><u>Objective:</u> Develop/implement a student survey.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> Due to SB 173 being amended to no longer eliminate funding for older adult programs, this objective is not as critical anymore for student feedback on their willingness to pay for classes or a parcel tax. It will</p>	



<p>instead be used to collect general feedback (e.g. curriculum interests). Also, some heavy reformatting and condensing of questions on the survey is needed in order to scan future collected data accurately and efficiently.</p>	
<p><u>Objective:</u> Revise online registration appointment process to rotate registration days by one day each term.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> Emeritus receives a lot of student complaints that students who get earlier online registration appointments fill up the most popular classes and then there is not much left of interest for students with later online registration appointments. Many students are not happy with the current randomized appointment system, especially if the odds often give them a later appointment day/time than they would like.</p> <p>The previous Director of Information Technology (Lee Johnston) spoke with the Emeritus College Advisory Council and committed to assisting with this problem. Many solutions were brainstormed and the favored solution is now to rotate the online enrollment appointments by one day each term.</p>	
<p><u>Objective:</u> Develop a plan to create CTE curriculum at Emeritus.</p> <p><u>Status:</u> In Progress</p> <p><u>Comments:</u> The Baby Boomer generation has a different outlook on retirement than their older counterparts (70+ years old). Many Boomers continue to work after retirement, either out of need or a desire to feel relevant in the community. According to a survey of 3,500 people conducted by Merrill Lynch and Age Wave, 47% of Retirees have or plan to work after retirement and 72% of pre-retirees (age 50+) plan to work after retirement. Boomers currently represent about 30% of Emeritus students and clearly have different educational needs versus older students (age 70-95+). Emeritus must evolve to meet the needs of its Boomer students and noncredit CTE represents a good solution to meet their needs.</p> <p>Emeritus CTE curriculum would not duplicate credit courses and would actually complement them by offering introductory/basic content that serves as a stepping stone to enter credit certificates and degrees. Plus, older adults could learn these basic skills in an environment conducive to older adults, who typically have different learning styles and slower paces</p>	

of learning versus their younger counterparts at the main campus.

## D1 - Looking Back

*Section D – Program Improvement - In this section, please document what you did last year as a result of what you described in Section C.*

### **1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.**

In collaboration with the SMC Foundation and Emeritus volunteers, Emeritus created and implemented a 40<sup>th</sup> anniversary celebration during the month of May 2015, which included: an Open House on May 4<sup>th</sup> with live music and artistic portraits by students, a Silent Auction and Art Gallery Reception on May 12<sup>th</sup>, an Annual Fund Drive from May 18<sup>th</sup> – 22<sup>nd</sup>, and a Closing Event on May 28<sup>th</sup> honoring Maggie Hall and also included a presentation of a Resolution to Emeritus from Assembly Member Richard Bloom's office.

In collaboration with volunteers and the SMC Foundation, Emeritus fundraised on average \$151,000 annually during its Annual Fund Drive, which targets Emeritus students for donations. The total value of Emeritus' SMC Foundation accounts is about \$4.6 million, which has been slowly built throughout the years through planned giving and the Annual Fund Drive.

The Emeritus College website was revised to be more aesthetically pleasing and to have updated information.

The Emeritus Voice newsletter was relaunched and is now published every Fall and Spring term.

In collaboration with the IT and Marketing departments, Emeritus revised its schedule publication process from a manually written document to an automatically populated document downloaded from ISIS, which is a more efficient and accurate process.

Emeritus launched the implementation of the online attendance roster.

In Summer 2014, a strategic retreat was coordinated for the full-time staff of Emeritus. A consultant was hired to facilitate the retreat and help kick off the team building process for Emeritus staff. Since then, monthly staff meetings have been scheduled.

In collaboration with HR, a two-part customer service training was implemented at Emeritus for both staff and volunteers.

To help supplement the reduction of classes in Winter 2014, a variety of activities were offered to Emeritus students, such as:

- Much Ado About Pasadena (bus tour)
- Violin Recital by Laurette C. Boarman – Musical Tour of Eastern Europe
- Lecture by Earl Schub on Rodgers & Hart & Hammerstein
- Walking Tour of Murals in Downtown L.A

- Lunch with Rose Dosti, previous food critic for LA Times

**2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.**

- Recommendation 1: Developing new curriculum that could potentially supplant the physical activity courses no longer eligible for apportionment.
  - This was addressed by rewriting the physical activity curriculum to the approved curriculum in Health & Safety which focuses on teaching both the principles and practices of physical activity. From the fiscal years of 2010 – 2012, physical activity classes were funded by Foundation funds while the new curriculum was written and going through the college and state approval processes.
- Recommendation 2: Developing a repeat policy that will meet the needs of students.
  - Emeritus does not have a repeat policy and follows the state guidelines for noncredit, which currently does not have any repeat limits on noncredit classes. Emeritus students, as with other noncredit students, benefit greatly from the ability to repeat classes.
- Recommendation 3: Working with the S/ILO committee and Institutional Research to develop strategies and tools that will improve the SLO process, focusing on an instructor based assessment.
  - This has been addressed. The Associate Dean (Gita Runkle) met with the Chair (Christine Schultz) and Vice Chair (Hannah Lawler) of the Institutional Effectiveness Joint Committee to discuss further customizing the SLOs and SLO assessment tool to better identify room for improvement. The Emeritus SLOs and SLO survey tool have been revised and implemented.
- Recommendation 4: Investigating various technology options for delivering group participation on line to students who are homebound but may wish to participate in Emeritus.
  - This has not yet been addressed. Due to reduced funding after the Great Recession and the initial proposed funding elimination of older adult programs with Senate Bill 173 (SB 173), Emeritus was not in a growth mode but rather trying to defend funding for the classes already in place. Now that SB 173 no longer targets elimination of older adult programming and funding is relatively stable, Emeritus can return to exploring such new curriculum. In the near future, Emeritus plans to implement a student survey which currently includes a question on online courses to assess if there is student demand for such an offering. The Associate Dean of Distance Education (Julie Yarrish) suggested that maybe Emeritus faculty first start with online supplements to on-the-ground classes to see how students respond to it and grow the online offerings from there if students are interested.
- Recommendation 5: Working with math faculty to identify statistics students who might assist in analyzing initial SLO assessment data
  - This need has been addressed in a different way. Emeritus purchased a survey scanning software (Remark software) which provides various reports to help analyze and chart the data to share with faculty.

**3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.**

In Fall 2013, fee-based classes were piloted as a proactive measure to address the state's proposed elimination of funding

for older adult programs through SB 173 (54 seats were enrolled across 4 courses). Due to some students' vocal opposition to paying fees, Emeritus decided to put a hold on charging fees for courses until after the state voted on SB 173. Thankfully, after coordinated advocacy efforts from local and state-wide organizations, SB 173 was amended to no longer eliminate funding for older adult programs.

To help supplement the reduction of classes in Winter 2014, a variety of activities and special events were offered to Emeritus students. Although classes were subsequently increased for Winter 2015 and Winter 2016, there is now student demand for continued special events such as the ones offered before.

**4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).**

Not applicable.

**5. Describe departmental efforts to improve the teaching and learning environment.**

Regular faculty meetings as well as staff meetings have been scheduled to discuss a variety of topics that ultimately improve service to students, such topics as: new curriculum ideas, management of students and class enrollment, implementing the newly revised SLOs, new evaluation process for Emeritus faculty, online attendance rosters, supply requisitions, facilities / equipment requests, etc.

**6. If there is a tutoring component or other learning support service associated with the program, describe the relationship between the service(s) and the instructional program. If applicable, discuss any data you have compiled regarding student participation and the impact on student success.**

Since Emeritus students on average are not as tech savvy as their younger counterparts on the main campus, Emeritus offers computer assistance in our mini-lab. The mini-lab has 5 computers and is typically staffed every day for a couple of hours by volunteers to help guide students on how to use the computer for activities such as online enrollment, email, web searches, etc. During the peak registration weeks of online registration appointments, the mini-lab is usually staffed all day by both volunteers and staff to assist students with their online registration process.

## **D2 -Moving Forward**

**Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:**

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Emeritus students are very happy with the program's offerings and how their learning experience increases their knowledge and confidence in a variety of course topics. One of our biggest challenges is that student demand is much greater than our current supply of classes, especially since the Winter and Summer terms were reduced after the Great Recession.

Also, new curriculum is constantly being requested. Considering the evolving and differing career and educational needs of Baby Boomer students versus older students (70+ years old), new noncredit CTE curriculum would be an ideal fit for Emeritus. Emeritus CTE curriculum would not duplicate credit courses and would actually complement them by offering introductory/basic content that serves as a stepping stone to enter credit certificates and degrees. Plus, older adults could learn these basic skills in an environment conducive to their demographic, as they typically have different learning styles and slower paces of learning versus their younger counterparts at the main campus.

## D 2 - Objectives

Objective #1

**Objective:** Develop/implement a student survey.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

**Timeline and activities to accomplish the objective:**

**Describe how objective will be assessed/measured:**

**Comments:**

Objective #2

**Objective:**

Revise online registration appointment process to rotate registration days by one day each term.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

**External Factors:**

Other Factors

This was raised several times during our non-CTE advisory council meetings.

**Timeline and activities to accomplish the objective:** Spring 2017

**Describe how objective will be assessed/measured:** Students' registration days will be tracked to ensure that their registration days are rotating by one day each term. And the quantity and content of complaints will be tracked, as well, to see if this solution improves overall satisfaction with the online registration process.

**Comments:** Emeritus receives a lot of student complaints that students who get earlier online registration appointments fill up the most popular classes and then there is not much left of interest for students with later online registration appointments. Many students are not happy with the current randomized appointment system, especially if the odds often give them a later appointment day/time than they would like.

The previous Director of Information Technology (Lee Johnston) spoke with the Emeritus College Advisory Council and committed to assisting with this problem. Many solutions were brainstormed and the favored solution is now to rotate the online enrollment appointments by one day each term.

Objective #3

**Objective:**

Develop a plan to create CTE curriculum at Emeritus.

**Area/ Discipline/ Function Responsible:** All

**Assessment Data and Other Observations:**

Institutional Research Data

**External Factors:**

Other Factors

AARP data, Meryll Lynch data, Baby Boomer trends, etc.

**Timeline and activities to accomplish the objective:** Spring 2017

**Describe how objective will be assessed/measured:** The number of CTE classes developed and the enrollments in those classes.

**Comments:** The Baby Boomer generation has a different outlook on retirement than their older counterparts (70+ years old). Many Boomers continue to work after retirement, either out of need or a desire to feel relevant in the community. According to a survey of 3,500 people conducted by Meryll Lynch and Age Wave, 47% of Retirees have or plan to work after retirement and 72% of pre-retirees (age 50+) plan to work after retirement. Boomers currently represent about 30% of Emeritus students and clearly have different educational needs versus older students (age 70-95+). Emeritus must evolve to meet the needs of its Boomer students and noncredit CTE represents a good solution to meet their needs.

Emeritus CTE curriculum would not duplicate credit courses and would actually complement them by offering introductory/basic content that serves as a stepping stone to enter credit certificates and degrees. Plus, older adults could learn these basic skills in an environment conducive to older adults, who typically have different learning styles and slower paces of learning versus their younger counterparts at the main campus.

## **Section E Curriculum Review**

*To comply with accreditation standards, programs are required to update their curriculum outlines of record (CORs) every six years. Be sure to submit your updated outlines to the Academic Senate Joint Curriculum Committee in time for them to be reviewed prior to or at the Curriculum Committee's last scheduled meeting of the year (check the committee's submittal deadlines at [click here for dates and deadlines](#)). The Program Review annual report will note whether course outlines are up to date.*

**1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:**

- **The process by which department members participate in the review and revision of curriculum.**
- **How program goals and SLOS are integrated into course design and curriculum planning.**
- **The relationship of program courses to other college programs (cross-listing, overlapping content)**
- **The rationale for any changes to pre-requisites, co-requisites and advisories.**
- **How the department ensures course syllabi are aligned with the course outline of record.**

Emeritus has not developed new curriculum for several years, largely due to the fact that we were facing legislation (SB

173) for a few years that threatened to eliminate funding for older adult programs like Emeritus. Now that the funding for Emeritus has been stabilized, we are looking to develop new curriculum again.

The process that we follow for creating new curriculum is to have a discussion with Emeritus discipline faculty regarding the curriculum that needs to be reviewed, revised and/or created. Any substantial changes or new curriculum ideas would then be discussed with the credit department's correlating disciplinary chair to ensure they are informed of our interest and so that we can discuss any possible collaborations. New curriculum would be aligned with Emeritus' program goals and integrate the program's 2 standard SLOs on "knowledge" and "confidence" into the course design. The college's sample syllabus would be used as a guideline to align with the course outline of record.

## Section F Community Engagement

*In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.*

**1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.**

### FACULTY

The following faculty participated in Institutional FLEX Day activities at the main campus:

- Archie Barkan (now retired)
- Judy Blits (now retired)
- William Bryant
- Marsha Cooper
- Charlotte Holtzermann
- Joe Kronsberg
- Sheila Laffey
- Fred Manseau
- Jesus "Chui" Perez
- Mary Pillot (now retired)
- Olivia Regalado
- Margot Reiner

- Margaret Ross
- Arlene Vaillancourt
- Jennifer Weinstein

Carol Davis participated/gave talks in the SMC Speaker's Bureau.

The following faculty participated in a committee to define the Emeritus faculty review process:

- Barbara Goldthwait (now retired)
- Harvey Stromberg

The following faculty participated in a Task Force to Oppose Senate Bill 173:

- Mathew Hetz
- Harvey Stromberg
- Monona Wali

The following faculty participated in the Emeritus College Advisory Council:

- Judy Blits (now retired)
- Harvey Stromberg

Mary Jane Roberts, a writing faculty (now retired), collected/edited/published the Emeritus Chronicles, a book of short stories and poems by her writing students.

Monona Wali (writing faculty) and Catherine Turr (art faculty) collected/edited/published The Ongoing Moment (formerly Pen & Brush), a book of short stories, poems and artwork by their students.

## **STAFF**

The Associate Dean, Gita Runkle, served on the following SMC committees while at Emeritus: Personnel Policies Committee; Faculty Hiring Committee (Economics); Chair of the Faculty Probationary Evaluation Committees for Mark Tomasic (Dance) and Siel Ju (English); Chair of Emeritus College Task Force to Oppose Senate Bill 173; and organized/presented at the Emeritus College Student Information Forum (panelists included two trustees (Dr. Aminoff and Dr. Greenstein), VP of Academic Affairs (Jeff Shimizu), and Dean of Academic Affairs (Erica LeBlanc).

The Program Coordinator, Vivian Rankin-Scales, participated in the 2014 SMC Scholarship Interview Panel.

The Administrative Assistant II, Lauri Arneson, volunteered at the VIP Welcome Day.

**2. If applicable, discuss the engagement of program members with the local community, industry, professional**



groups, etc.)

**FACULTY**

- Barbara Gannen is a member of the Education Outreach Program (“Lights Up”) of the Geffen Theater
- Carol Davis attended panels at the Associate Writing Programs conference and served on: Fulbright Associate Alumni Board and Adult Ed committee of a local synagogue
- Kathy Cass is a member of the CA Chapter of the American Dance Therapy Association
- Matthew Hetz is Executive Director/President of the Culver City Symphony Orchestra & also plays violin in the orchestra; he is a member of the LA District 11 Transportation Advisory Committee; member of the Sierra Club; and member of the National Association of Composers-USA, LA Chapter
- Charlotte Holtzermann is a resident caretaker of the Hill Street Center for Yoga and Meditation
- Sheila Laffey is an active member of International Documentary Association, Film Independent, and University Film/Video Association
- Nancy Larsen (now retired) was a guest speaker at the Camarillo Quilt Association
- Bonnie Nakasuji is an official trainer for the American Occupational Therapy Association Fieldwork Education Certificate Program Annual Conference; is an active member of the California Association of Occupational Therapy; is a "volunteer faculty" for the Occupational Science and Occupational Therapy Program at USC and takes a group of 30+ graduate students annually to Ghana, West Africa to complete a 2 week "Leadership Externship"; is the Holiness Youth Choir director at the West Los Angeles Holiness Church; and attended the Profectum Foundation Conference.
- Ellen Reich co-coordinates a quarterly reading series in Malibu called “Poetry by the Sea.” She also hosts a monthly poetry reading in Malibu called “Vital Poetry.” And she hosts a women's poetry critiquing group called “Summer Women.”
- Margaret Ross volunteers for the local Democratic Party
- Susan Ryza volunteered to repair broken jewelry at the City of Santa Monica “Repair Café”

environmental event; participated in the Santa Monica Festival; and belongs to The Word is Art

cooperative gallery in Culver City.

- Gerald Schneir is an active member of the LA Computer Society, often giving talks and writing articles for their newspaper "User Friendly."

- Valerie Taylor (now retired) presented an academic paper at the Renaissance Society of America conference

- Bruce Trentham participates in the Allied Artists of the Santa Monica Mountains & Seashore

- Nat Trives received the Mark J. Benjamin Community Impact Award from the Santa Monica Bay Area Human Relations Council, and also received a Distinguished Alumnus Award from Cal State LA

- Arlene Vaillancourt is a docent at the Getty museum

- Monona Wali volunteers as a writing teacher to incarcerated youth through InsideOut Writers, and she also volunteers for a writing class at Camp Gonzalez in Malibu

- Rebecca Yewell is active in the Westside Ballet's dissemination of dance in Los Angeles, helping with performances. She is also a volunteer of Malibu Global Awareness, which supports Doctors without

Borders

**STAFF**

The Associate Dean (Gita Runkle) has been engaged with the following: Association of Community & Continuing Education; California Community College Educators of Older Adults; Older Adult Task Force; Rotary Club of Santa Monica; Chamber of Commerce; and the Small Business Administration.

**3. Discuss the relationship among and between full and part-time faculty, involvement of part-time faculty in departmental activities, and part-time faculty access to resources and support.**

There are no full-time faculty at Emeritus. We have about 80 part-time faculty, of which 17 are associate faculty. The involvement of our faculty varies. Many have been here for a decade or two, or longer. Some are self-sufficient and others require a lot of assistance to conduct basic faculty duties such as filling out the online attendance roster, implementing SLO surveys, requesting supplies, implementing faculty evaluations, etc. The new Associate Dean (Gita Runkle) implemented departmental meetings on the FLEX days to engage faculty in department-wide discussions about information relevant to the program. A lot of faculty voiced appreciation for these meetings, for the information that was shared, and for having the opportunity to engage with other adjunct faculty (many of whom they never get to meet on their own). In addition, thanks to a healthy Foundation account, our faculty have access to funds beyond the district's limited budget to support the funding of additional supplies, equipment and special programming in their classes.

While it was clarified in 2015 that noncredit faculty do not have to do FLEX professional development hours, they are still encouraged to attend the college's institutional FLEX days to hear from the college president/superintendent, academic

senate president, and to participate in informative workshops for personal and professional development.

## G1 -Current Planning and Recommendations

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].**

Besides wanting additional classes, students often have a lot of Facilities related requests, such as replacing the carpet, roof, air conditioner, upholstery on theatre-style chairs, etc. The Associate Dean has been in communication with the Facilities department on such requests and the feasibility of them.

Institutional Research has been supportive in assisting with the development of a student survey and new SLO form. Their assistance would be further needed to analyze SLO data at the student level, should this be required by District. Similarly, MIS has been very supportive in providing access to data necessary to analyze the program's effectiveness. MIS' assistance is further needed to rotate online registration appointments by one day each semester.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Emeritus has the Foundation funds to support most purchases if District does not have the funds to support items deemed relevant, e.g. for new A/V equipment, furniture, etc.

**3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

A project manager is needed to assist with the new mandated district projects (e.g. faculty evaluation coordination, SLO data entry, analysis and communication of SLO results to faculty, etc.). As well, the project manager is needed to assist with the burgeoning student affairs issues for our unique population of students who do not integrate with the main campus' student life experience.

## G 2 Future Planning and Recommendations

*The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.*

**1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?**

As the Baby Boomer population continues to retire and age over the next 5 to 10 years, Emeritus will likely be faced with increasing demand for new classes/programming. Conversely, with state funding for older adult programs constantly being reduced and/or threatened, the supply of classes for older adults may decrease further. Ideally, in 5 or 10 years, Emeritus'

funding model would be diverse enough to weather future economic declines in order to allow us to continue to meet student demand.

**2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Future funding will be needed to replace A/V equipment, roofing, carpets, and upholstery of theatre-style chairs at Emeritus. Foundation funding can be used for these projects, if needed.

**3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].**

Should Emeritus College need to move to a different funding model (e.g. fee-based or grant projects), then additional staff will be need to be hired to handle any additional workload.

**4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.**

As state funding for older adult programs is constantly being reduced and/or threatened throughout the years, Emeritus' ability to meet the educational demands of older students becomes limited, which causes student pressure on SMC administration.

**5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.**

Overall, Emeritus is a well-functioning department. There are a lot of recent district changes that have flustered our faculty and students a bit (e.g. online attendance rosters, new SLO evaluation forms and process, the launch of faculty evaluations, the launch of student evaluations, etc.). Because of the older nature of both students and faculty at Emeritus, we have learned to only implement one departmental change per term, ideally per year, to allow everyone the time and space to adjust to the major operational change, and also for staff to be able to assist faculty and students through these changes. Despite our efforts to manage these changes, these new projects are still adding a lot of additional workload to the department, which includes new documents to process, new data to enter and analyze, discussions and meetings with faculty, etc. As a result of these major operational changes, Emeritus needs an additional staff person to assist with this extra workload.

According to colleagues in the California Community College Educators for Older Adults, whenever there is a budget crisis, older adult education is often one of the first programs to be proposed for elimination. In the event of another attack on state funding of older adult education, Emeritus needs to diversify its funding sources to be less dependent on one funding stream from the state. Continued annual fund raising and planned giving efforts are a great way to find alternative funds to support Emeritus. However, a principal of at least \$40 million dollars would be needed to earn enough interest to sustainably support Emeritus' current annual operational costs. In 40 years, Emeritus has been able to yield about \$4.5 million dollars. So, this is clearly a long-term strategy that will take a lot more time. In the meantime, other measures are needed to further diversity our funding streams, such as creating CTE curriculum to address the needs of current and incoming Baby Boomer students at Emeritus.

**6. Please use this field to share any information the program feels is not covered under any other questions.**

Emeritus classes are developed and chosen based upon the needs of the older adult student population. Classes for older adults are offered mostly during the day, with a couple of options on the weekend. Emeritus classes have fewer hours than credit classes during the Winter and Summer terms, as the number of hour per week remains the same throughout the year

for Emeritus classes (e.g. a two hour class in the Fall/Spring terms is still a two hour class during the Winter/Summer terms).

In addition to offering classes at the Emeritus campus (1227 2<sup>nd</sup> Street) in Santa Monica, classes are also offered throughout the community – Emeritus partners with the Cities of Santa Monica and Malibu for free use of their facilities for our classes and we also rent space from a couple of churches. This allows students to take advantage of the program within their own neighborhood at familiar sites, such as their local recreation center or park, in local churches and community centers.

Complete on-site application, registration and enrollment services take place at the Emeritus College campus for all new and continuing students. For those students who are willing, staff and volunteers provide them with guidance on how to successfully self-enroll online. While the majority of students take advantage of the priority enrollment option via online enrollment (about 66%), there are still many Emeritus students who prefer continuing to use paper forms for enrollment (about 34%), which reduces their chances of getting their preferred classes.

Emeritus instructors are hired according to the qualifications and requirements set forth by SMC Human Resources and according to the regulations of the California Community Colleges Chancellor's Office for adult education, which includes taking coursework in understanding older adults' needs (or having previous work experience with older adults). All of the Emeritus instructors are part-time. Some faculty members exceed the minimum qualifications and teach in both the noncredit Emeritus program and the credit programs at SMC and/or at other academic institutions.

Previously, faculty performance reviews had not been officially implemented at Emeritus because of the unique nature of our program and the lack of full-time faculty. A committee was formed to address this issue and they developed Article 7D: Evaluation of Part-Time Faculty in the Emeritus College, which was finalized in Spring 2014. Faculty performance reviews began in Fall 2015 at Emeritus. Rotations will be made each term until the list of faculty up for review is current.

Student frustration is high when students are unable to enroll in their preferred classes. As a result, the students place demands and pressure on the instructors to add them to the class. Crowding at the beginning of the semester has become a frequent issue. More than half the program fills before the first day of mail-in registration is processed. By the beginning of the semester, almost all of the classes are filled. Demand is especially significant in the key areas most desired by older adults: fine arts expression (24.1% of Emeritus sections) and health maintenance (23.3% of Emeritus sections). (*See attached appendix for the full data chart.*)

Emeritus serves a large number of students with moderate disabilities. Adults who have suffered a stroke or other acquired brain injury are able to participate in health and speech courses in the *Pathfinders Program*. The program has a computer-based enhanced speech class that is available to students with post-stroke aphasia. Sandra Burnett from the SMC Disabled Student Center provides evaluations and placement into the *Pathfinders Program* for students who have experienced a stroke or other acquired brain injury.

A number of courses are offered specifically to meet the needs of special populations. Students with hearing impairment, bereavement issues, and those who are coping with physical, emotional, or psychological loss in general are served through the special curriculum.

The Emeritus facility at 1227 2nd Street allows the program to focus on meeting the educational needs of students. Students appreciate the opportunity to participate in classes in an inviting environment. On the first floor of Emeritus, is a

99 seat lecture hall which also provides a venue for poetry or play readings, acting ensemble presentations, and special lectures and music presentations. Also on the first floor is the Emeritus Enrollment Services office. On the three remaining floors are classroom spaces that are designated by discipline. The second floor has art and computer classes, and a student lounge area. Also on the second floor is the mini-computer lab with five computer work stations. The third floor contains the two large health and safety classes and a special classroom space for the Pathfinders post-stroke recovery classes. The Pathfinders classroom has special elevated mats so that students are able to move from a supine to a sitting position with greater independence. The fourth floor has three different sized classrooms, where a variety of classes addressing the lifelong learning needs of the students occur. Also, on the fourth floor are the administrative offices. In 2014, an SMC Foundation employee spent one day per week in a fourth floor office to meet with students, staff and volunteers to discuss donations and fundraising strategies. While their weekly hours at Emeritus have ended, the SMC Foundation continues to support Emeritus by having the Chief Financial Officer (Chip Potts) and Development Director (John Stanwyck) attend our bi-monthly Emeritus College Advisory Council (ECAC) meetings. Also, the Development Director is involved in the ECAC Fundraising subgroup.

The Emeritus fundraising program is currently focused on two major areas: 1) the Annual Fund which seeks gifts to support equipment, supplies and other program related costs; and 2) the planned gifts program which seeks major gifts through Bequests, Charitable Trusts, Gift Annuities and other forms of deferred gifts.

The Continuing & Community Education program of SMC utilizes the Emeritus campus for a large number of their evening classes, including art, computer instruction, health education and lecture classrooms.

### **Evaluation of Process**

**Please comment on the effectiveness of the Program Review process in focusing program planning.**

This is my first 6 year program review process, so I do not have much feedback to provide at this time on the process. Although, the self-evaluation process is great to focus the program on analyzing the current program and strategic initiatives we'd like to take to move the program forward.

*These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.*

**Narrative**

**Program Evaluation**

**Commendations**

**Recommendations for Program Strengthening**

**Recommendations for Institutional Support**

**Attached Files**

Appendix