

ENCORE

Program Review

2005-2006

ENCORE Mission

Our mission is to provide meaningful educational experiences for the older adult population in the community. To provide opportunities for personal growth and development, physical and social stimulation, consumer information, community involvement, and skills needed for self maintenance and economic self sufficiency. The program recognizes the importance of intellectual activities, critical thinking, creative expression, health maintenance, skill development and civic engagement.

ENCORE Older Adult program fulfills the lifelong learning component of the Pierce College mission. It is linked to directives in the *California Education Code* section §84757 (see appendix) and the role of the *California Community Colleges* to provide quality and responsive opportunities to members of the community section §66010.4 (see appendix). The Legislature has affirmed noncredit as an essential and important function of the community colleges section §8500 (see appendix).

An Aging Population

It is recognized that older adults who remain active, involved and contributing to society are generally healthier and happier than those that do not. The college recognizes the changing and diverse needs of the community it serves. Older adults are one of the fastest growing segments of the population. By 2010 older adults will represent 25% of California's population. There is a projected increase of 147% in the population of older adults over age 65 between 2000 and 2050. By comparison, the population as a whole will have increased by only 49% over the same time period. Over the next thirty years the population of Los Angeles will become older and more ethnically diverse. The west San Fernando Valley will show similar expansion.

A combination of three factors help to stimulate continued interest in older adult education: 1) an increase in the average life span, 2) a decrease in the number of younger people, and 3) the next wave of older adults are better educated. The new older generation will be looking for innovative and progressive programs to challenge them and allow them to further their talents. The decrease in the number of younger people has stimulated an interest in adult education and the establishment of centers for lifelong learning on campuses worldwide.

A longer life span no longer means simply not working but redefining how we sustain ourselves and our communities. The current paradigm of aging as a dependent stage of life is shifting to a paradigm that emphasizes active aging. Active aging reflects the desire and ability of many older adults to remain engaged economically, educationally and socially. There is a growing recognition that aging and the life of older people is going to be different from what it used to be. Research indicates that as society and the role of family changes there will be more pressure for people to be self-reliant. The new paradigm views older people as active participants in an age-integrated society; contributors as well as beneficiaries. This calls for programs that support learning over the life course.

Education fosters self-reliance and independence, helping to reduce the demands being made on public and private resources. It is a major factor in assisting older adults cope in a complex, diverse and rapidly changing world and strengthens their potential to contribute to society. The empowering nature of education offers a persuasive argument for increasing the range of opportunities for older adults.

ENCORE Program

ENCORE is a unique program that brings a new student population to the Pierce College campus. The program was established in Fall 2000 to serve the ever increasing older adult population in the community. The program offers opportunities for lifelong learning, health and wellness, creative expression and civic engagement, each combined with the fellowship of peers sharing a common quest for continued growth and service to others. It is advertised and marketed specifically for older adults.

ENCORE provides noncredit courses for older adults. Older adults are afforded greater opportunity to remain active and involved while Pierce College increases its student enrollment with a new population on campus and enhances the reputation of the college by meeting the needs of a previously underserved group. (See the appendix for Environmental Scan, student enrollment and student profile.)

The ENCORE Older Adult program serves over a 1,000 students annually. There are two 15-week sessions in Fall and Spring, a five week Winter session and two five week Summer sessions. ENCORE is a noncredit Pierce program. Courses are non-transferable and non-degree applicable and are designed to provide opportunities for personal growth and development, civic engagement, and survival skills needed for self-maintenance and economic self-sufficiency. Students experience the joy of learning and personal growth without the pressures of tests and grades. Instructors enjoy the liveliness of the classes and the high participation rates of the students.

ENCORE emphasizes intellectual growth, personal enrichment and skill development in a social environment. The program offers a stimulating array of opportunities for students to develop an understanding and appreciation of their place in the social, cultural, political, economic and technological matrix of our society. ENCORE encourages civic engagement through the development of new skills and the use of lessons, resources and experience students have gained over a lifetime. Volunteers are an important aspect of the program. They facilitate classes, recommend new classes, help in the office, and assist with program events.

The program participates in community and college partnerships and events which foster a positive public image.

- **Partnership with OASIS:** ENCORE and OASIS have formed a partnership to provide older adult education, cultural and wellness programs and volunteer opportunities at Pierce College. OASIS is a national nonprofit educational organization designed to enhance the quality of life for older adults through comprehensive educational, wellness programs and volunteer service. OASIS serves over 360,000 members in 26 cities across the United States.
- **AARP Driver Safety Class:** ENCORE is collaborating with AARP to offer one day Driver Safety Classes at Pierce College. AARP provides the instructor, Pierce College provides the class room and ENCORE enrolls the students with the help of volunteers.
- **Community Events held on campus:** Older women's conference (see appendix)
Heart healthy conference (see appendix)
Guys and Dolls fundraiser (see appendix)
- **Canoga Park Memorial Day Parade:** Volunteers and staff decorated the entry and rode in the Memorial Day Parade in 2004 and 2005. This provides an opportunity to promote the ENCORE & OASIS Older Adult Program and Pierce College in the community.
- **Oral History Project:**
This project is a collaboration with the credit Sociology of Aging class, Student Service Learning, and ENCORE&OASIS. Students from the Sociology of Aging class are partnered

with an older adult from ENCORE&OASIS. They interview their older adult partner to write their life history. This project has been ongoing for three years. Many partners formed friendships that continued after the project was complete. The chance to share their life experiences with other generations gives the senior partner an opportunity for reflection while the junior partner gains insight into the life cycle and brings balance, perspective and understanding to the aging process. This is valuable in a world of rapid change in which the tradition of passing down stories is fading.

Oral History Project: Information about people, places, and events is often passed down from person to person through an oral tradition over a period of time (e.g. history); however, much of this material goes unrecorded and is forgotten. In depth interviewing, a data collecting method used by qualitative sociologists who engage in naturalistic inquiry and which includes elements of participant observation, provides an excellent means by which to record the life experiences of individuals. These data help to create an Oral History, or a collection of first hand accounts (e.g. primary sources) about the past described by the person who has witnessed this social, cultural, and political period. Constructing an Oral History is an important research technique used to understand the sociological significance of family, friends, and community as well as the larger issues influencing the social milieu of the participants.

Annual ENCORE Student Art Exhibit - Students display their artwork in the Pierce College Art Gallery. Over 140 artworks by 44 ENCORE art students were displayed in the *Second Annual ENCORE Student Art Exhibit* June 4- 8, 2005. Several hundred friends, family, and guests enjoyed the art reception on June 4, 2005. The reception was graciously sponsored by Trader Joe's. The *First Annual ENCORE Student Art Exhibit* was held in June 2004.

Program information is published in the Pierce College Catalog and Schedule of Classes. Information is also available in the ENCORE Newsletter, ENCORE/OASIS Catalog and ENCORE/OASIS website. The program is promoted through participation in the Canoga Park Memorial Day, the Annual ENCORE Student Art Exhibit held at the Pierce College Art Gallery, listings in local newspapers, community newsletters and press releases.

The program promotes Pierce College and showcases Pierce College instructors. It removes barriers to education for older adults in the community and offers volunteer opportunities for ENCORE students to give back to the college and the community. It increases the effectiveness of school and community facilities while serving the fastest growing segment of the population.

Volunteers play a critical role in the program. They provide assistance in the classroom, in the office, and at registration. They also assist with campus activities such as the Dean's Tea and the Pierce College Foundation activities, community activities such as the Canoga Park Memorial Day Parade, and program events and activities such as registration, art exhibit, fundraising, office work and facilitating classes. Volunteers contribute to the design and implementation of the program. There are 50 volunteers. Volunteer meetings are held once a month.

Program goals

- Meet the lifelong learning component of the Pierce College mission and fulfill the state mandate for Community Colleges.
- Expand community awareness of program.
- Review course offerings yearly.
- Increase student enrollment.

- Expand course offerings by developing 3 new courses annually to address needs of a changing population.
- Meet annually with instructors to assess the goals and direction of the program.
- Enhance the availability of current technology to support educational processes.
- Increase awareness of the program on campus by involving more instructors in the ENCORE Lecture Series.
- Develop a strategy to engage the new older adults - baby boomers by determining future educational needs, trends and interests of the next cohort of older adult students.
- Expand opportunities for students to participate in meaningful volunteer activities that build on their wisdom, experience and talents, both on campus and in the civic life of the community. Create opportunities for students to accomplish work of genuine significance to help prevent disengagement.
- Develop strategies to optimize opportunities for intergenerational activities and programs
- Develop coalitions and partnerships with community organizations
- Reestablish Advisory Committee.

Needs

- More staff support
- Increase budget to support and continue growth in program
- More classroom space
- More office space to support growth of the program
- New computers and technology for office and class use

Staff

- Director – part time
The Director works under the supervision of Charlotte Doctor, Dean of Academic Affairs. Regularly scheduled meetings afford the opportunity to review the program, its needs and direction. The Dean is also instrumental in raising the profile of the program on campus.

The ENCORE Director is a member of the *California Community College Educators of Older Adults*. Twenty-six noncredit older adult programs from Southern California are represented. Quarterly meetings inform members of local and State issues that address older adults, legislature that affects noncredit programs, policy updates from the noncredit division in the State Chancellor's Office and the exchange program information.

- Office Assistant – part time
- Volunteers
- **Goals**
 - full-time Director
 - full-time Office Assistant
 - Increase number of volunteers

ENCORE Courses

Courses are developed in response to community, student, instructors and staff input. It is important to be flexible and develop new courses to meet the changing and diverse needs of the older adult population in the community. Courses meet the standards of the California Code of Regulations, Title 5, section 55002(c) and are approved by the campus curriculum committee, the Los Angeles Community College District Board and the California Community Colleges State Chancellor's Office.

Fall 2000, eleven courses were offered with 271 students (non-duplicated) with an enrollment of 375.
Fall 2005, twenty seven courses were offered with 711 students (non-duplicated) and 1481

enrollments. The number of students (non-duplicated) has increased approximately 275% with enrollment increasing almost 400%. Course offerings have expanded slowly due to budget constraints. Classroom availability also poses a challenge. Twelve courses were approved to establish the program September 5, 2000. Five new courses were approved October 16, 2005.

Table 1: Course List

Number	Course	Approved
187CE	Computer Usage Skills	4/30/2001
028CE	Art Appreciation	6/27/1988
029CE	Literature and the Human Experience	6/27/1988
042CE	Creative Art for Seniors	9/5/2000
043CE	Arts and Crafts for Assisted Living	9/5/2000
044CE	Personal Finance for Seniors	9/5/2000
047CE	Beginning Shakespeare for Seniors	9/5/2000
048CE	Writing Your Autobiography	9/5/2000
049CE	Music Appreciation for Seniors	9/5/2000
050CE	Bereavement Support Group	9/5/2000
051CE	Feeling Fit for Seniors	9/5/2000
052CE	Body Movement for Seniors	9/5/2000
054CE	Yoga for Seniors	9/5/2000
055CE	Implications of Aging	9/5/2000
056CE	Seeing and Understanding Art	9/5/2000
057CE	Adventures in Theater	9/5/2000
058CE	Healthy Living	9/5/2000
059CE	Body Conditioning for Seniors	10/16/05
060CE	Senior Topics	10/16/05
061CE	Tai chi/ Chi Gong for Seniors	10/16/05
062CE	Life Drawing for Seniors	10/16/05
063CE	Watercolor for Seniors	10/16/05

Expansion has come through an increase in class size rather than an increase in the number of courses offered. In Fall 2005 the majority of classes were full and had waiting lists. An expansion of course offerings and consistent attendance by students will increase the FTES. Funding is based on positive attendance. Registration is continuous throughout the semester. Courses are open-entry, open-exit for easy access to programming.

In Spring 2006 the first steps were taken toward automated registration with the introduction of the STEP telephone registration system and online registration for continuing students. The next step is for new students to register online. This poses a challenge because at this time noncredit students have to follow the pathway of credit students. Options are being explored. Continuing students can register for course/s online, through the STEP telephone registration system, or in person (new students need to register in person), thereby generating appropriate documentation that the student registered for the course/s.

Courses are offered on the Pierce campus and off-site locations. Presently most courses are offered on campus. Students enjoy the collegiate atmosphere and the presence of younger students. The older adults find the Pierce students to be helpful, respectful and engaging. They enjoy the energy and diversity found on the campus. Younger students gain the wisdom and experience of the older adults and witness the older adults continue to experience the joy of learning. They are positive role models for the younger students.

Off-site classes have been offered at: Canoga Park Senior Center, Wilkinson Senior Center, Pacific Gardens, The Village, Shepherd of the Hills, Mason Recreation Center, Motion Picture Home, Laemmle, AMC Theaters - Promenade, ONE Generation, Jewish Home for the Aging and Summerville. Off-site classes have been difficult to sustain and some have been cancelled due to low enrollment. Classes need to be promoted more heavily at off-sites.

Instructors and staff meet formally and informally to review program offerings, course goals and objectives, and program goals and procedures. Instructors and staff are engaged in the design and evaluation of the courses. Meetings acquaint new instructors with program philosophy, procedures, goals and objectives, and student learning outcomes.

Some full-time and part-time instructors from the credit program teach as hourly instructors. ENCORE has no full-time instructors. When campus instructors are not available, instructors from outside the campus are hired. All courses are taught by a qualified instructor in accordance with the objectives and goals as defined in the course outline of record. Instructors meet the minimum qualifications for teaching noncredit courses contained in Title 5, §53412, h. A 2-unit course, *Educating the Educator*, is offered through the sociology department for instructors to meet the qualification of a course in understanding the needs of older adults.

In Fall 2005 ENCORE had 14 hourly instructors. Instructional Improvement Activities are required of all ENCORE instructors. Instructors submit syllabi for each course they teach each semester. Syllabi for all courses are on file in the ENCORE office and Office of Academic Affairs.

The course outline specifies the scope, objectives, content, instructional methodology, and the methods of evaluation, Title 5, §55002, c, 2. The course outline serves as the official record of the course description and is on file in the Office of Academic Affairs and the ENCORE office. Courses are approved by the Pierce College Curriculum Committee, the Los Angeles Community College District Board, and the California Community Colleges Chancellor's Office.

Courses vary in content, style of presentation and format. Traditional classroom instruction is enhanced with a variety of delivery modes and teaching methodologies to meet different learning styles of students: slides, workshops, group discussions, video, powerpoint presentations, field trips, demonstrations, guest speakers and hands-on activities. ENCORE offers high quality courses that culminate in identifiable student learning outcomes.

Table 2: Student Learning Outcomes

Course Name	Student Learning Outcomes
Body Conditioning	Students learn exercises to help maintain physical well being. Knowledge of exercise physiology increased. Knowledge of exercise equipment increased. Knowledge of techniques increased. Improvement in stamina, strength, agility, balance.
Basic Computer	Able to use computer mouse and keyboard. Know the difference between save and save as for documents. Able to start, use and terminate a software application. Able to cut/copy in a document. Able to change margins in a document. Able to use auto correct.

Assessment processes need to realistically reflect the learning goals for older adult learners. Many older adult learners seek to improve their knowledge, skills and abilities while others want to

maintain their physical and cognitive skills. For some older adult learners maintenance rather than improvement in skills is an appropriate goal.

Assessment

1. Student evaluation - Evaluation tools are developed as an outcome of discussion with faculty, staff and students in accordance with the course goals and objectives as stated in the course outline.
2. Performance-based assessment – Students are stimulated to think, review, evaluate their work, and communicate verbally and visually about their artwork.
3. Instructor observation – Does the student participate in class? Is the student engaged in the learning process? Is the student progressing?
4. Instructor evaluation
5. Verbal feedback from students and instructors.
6. Surveys are used to measure student satisfaction, need and progress.

Course Goals

- Develop new courses that meet the needs of a diverse and changing population and courses that continue to help older adults adapt to rapid social changes.
- Design courses that take into account the variety of physical and mental abilities of the population being served. Allow for a progression of skills from beginning to advanced and from general to specific.
- Explore use of technology in delivery of information, to assist students to learn, maintain quality of life and independence, and cope with the aging process.
- Update course outlines approved in September 2000.
- Develop appropriate strategies to assess student learning outcomes.
- Explore possibilities for Distance Learning.

5 – 10 year goals

- Increase student enrollment by 100%
- Expand course offerings by 80%
- Increase budget to expand program
- Increase community awareness of the ENCORE program as a destination of choice for older adults in the community

2 – 4 year goals

- Expand volunteer and civic opportunities for students
- Increase partnerships and coalitions with community organizations
- Increase number of off-site classes
- Develop fundraising strategies
- Explore developing 1- 4 Distance Learning courses

Annual goals

- Assess two courses yearly
- Review program goals
- Develop 1 – 4 new courses as budget permits
- Continue to recruit new volunteers