

# School of Extended Learning Curriculum & CAEP SBAEC 2025-2028 3-YR Plan Outcomes Update




# PRESENTATION OVERVIEW



Enrollment trends & productivity



Curriculum redesign process



Ongoing & proposed curriculum  
revisions

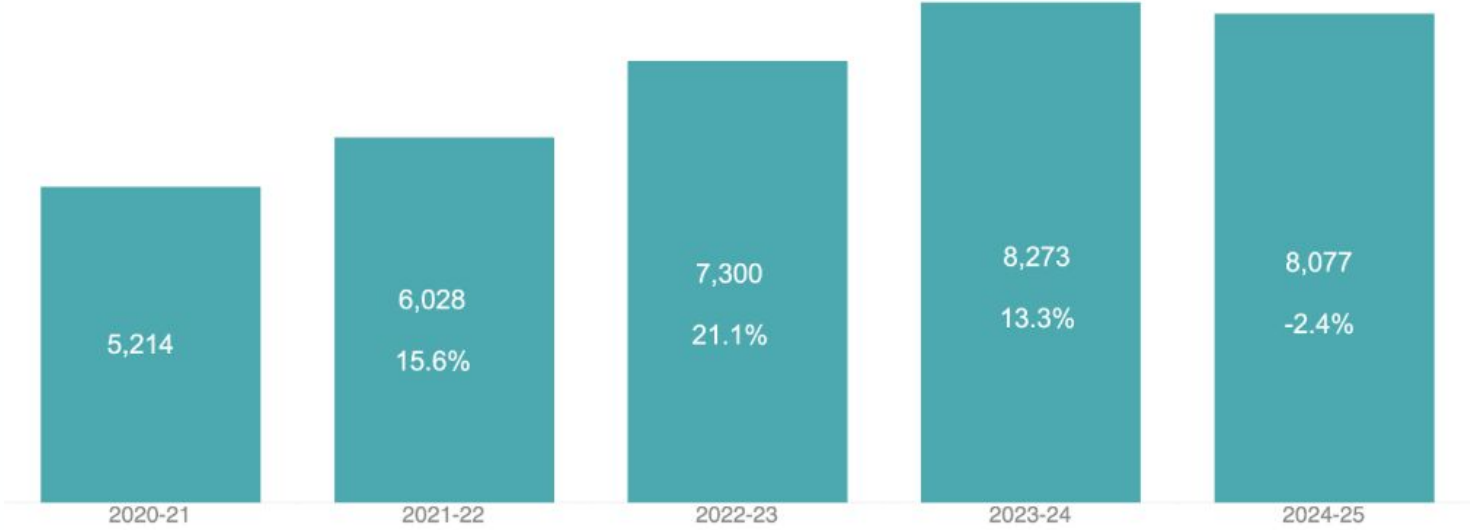


Rationale and benefits

# Noncredit Headcount



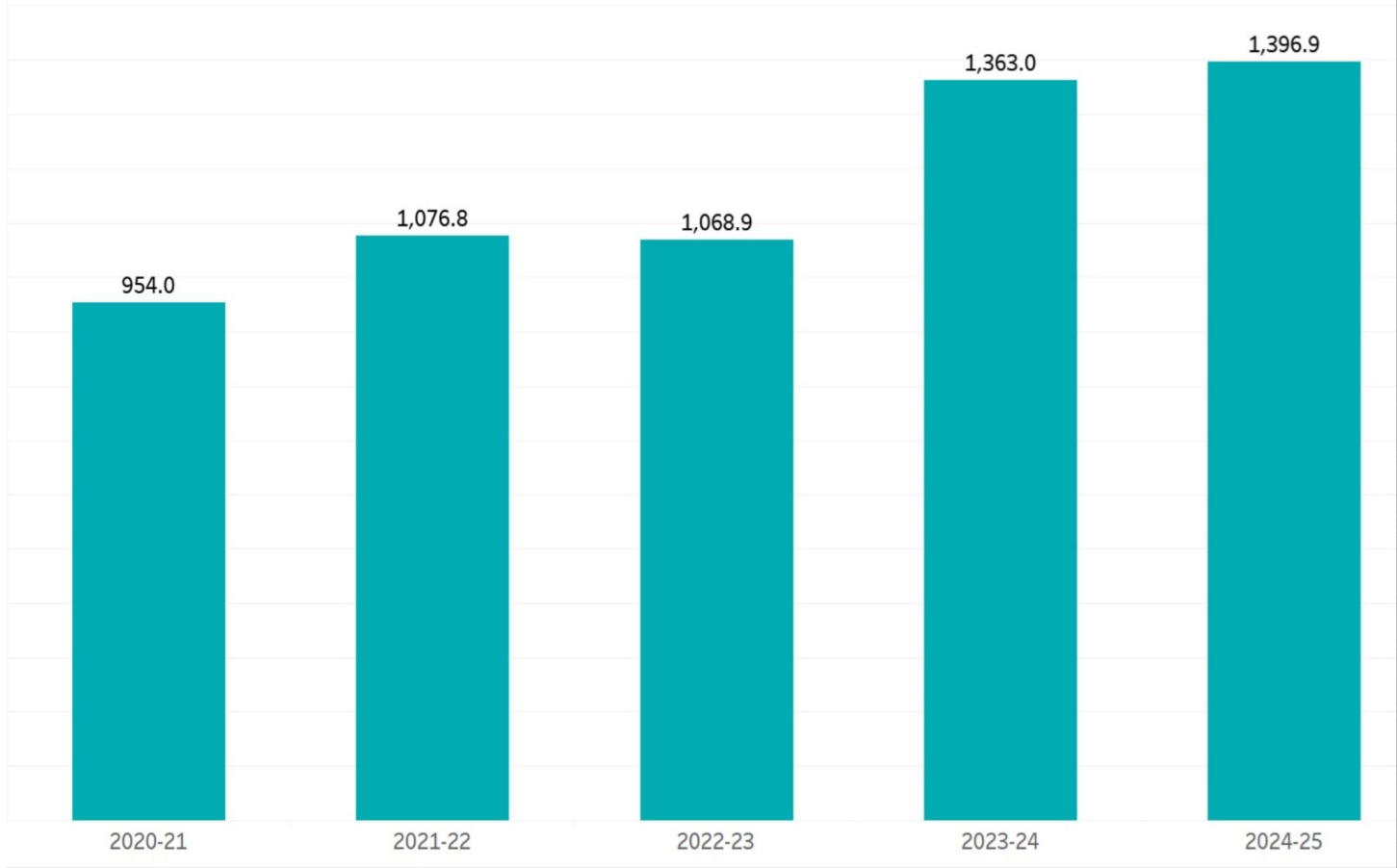
Noncredit Headcount and Percent Change from the Prior Year



# FTES Noncredit



### Noncredit FTES 5 Year History



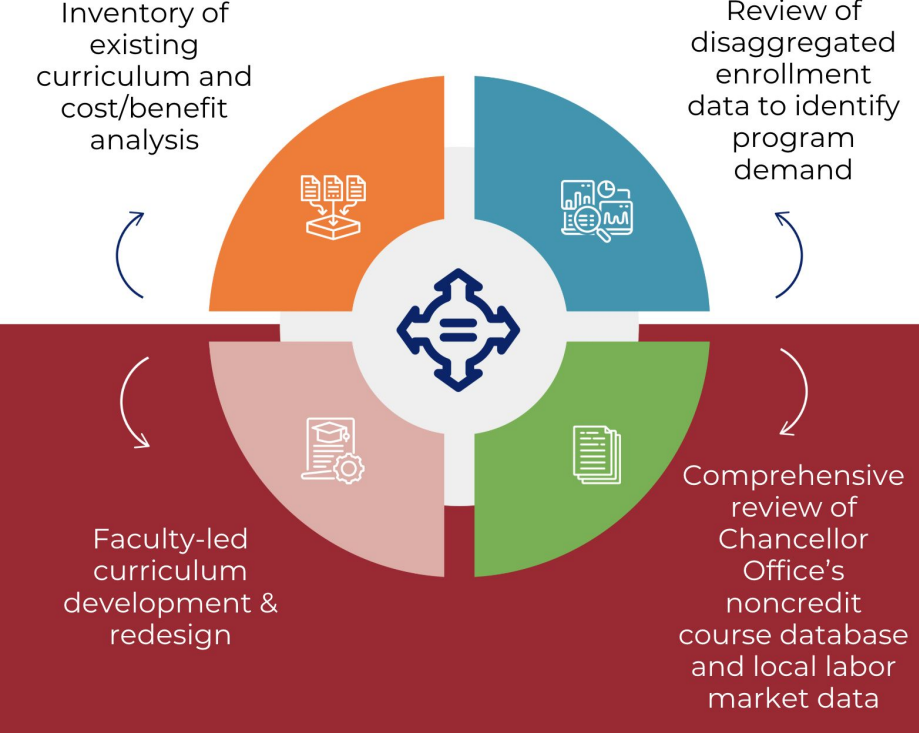
# Noncredit FTES by Program



## 2025-26 Resident FTES As of P2 Report April 2nd, 2026

	2025-26 P2 FTES	2024-25 Recal FTES	Delta FTES	Delta %
<b>Noncredit FTES</b>				
Leading Summer 2025:				
Enhanced FTES	77	97	-19	-20.1%
Nonenhanced FTES	143	147	-4	-2.8%
<b>Subtotal Leading Summer</b>	<b>221</b>	<b>244</b>	<b>-24</b>	<b>-9.7%</b>
Fall 2025:				
Enhanced FTES	183	165	17	10.5%
Nonenhanced FTES	414	400	14	3.5%
<b>Subtotal Fall</b>	<b>597</b>	<b>566</b>	<b>31</b>	<b>5.5%</b>
Spring 2026: (projected at 100% of Spring 2025)				
Enhanced FTES	165	165	0	0.0%
Nonenhanced FTES	421	421	0	0.0%
<b>Subtotal Spring</b>	<b>586</b>	<b>586</b>	<b>0</b>	<b>0.0%</b>
Trailing Summer 2026: (projected at 100% of Summer 2025)				
Enhanced FTES	1	1	0	0.0%
Nonenhanced FTES	0	0	0	#DIV/0!
<b>Subtotal Trailing Summer</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0.0%</b>
<b>Total Enhanced FTES</b>	<b>426.42</b>	<b>428.58</b>	<b>-2</b>	<b>-0.5%</b>
<b>Total Nonenhanced FTES</b>	<b>978.13</b>	<b>968.36</b>	<b>10</b>	<b>1.0%</b>
<b>Total Noncredit FTES</b>	<b>1,405</b>	<b>1,397</b>	<b>8</b>	<b>0.5%</b>

# CURRICULUM REDESIGN PROCESS



# Ongoing and Upcoming Curriculum Conversions



## Woodworking

Former fee-based Woodshop classes converted to vocational Carpentry program (enhanced-funded)



## Digital Photography

Former fee-based courses converted to Digital Photography certificate program (enhanced-funded)



## CNA & Continuing Education Units

Deactivated credit CNA program converted to noncredit CNA program (enhanced-funded)



## Fashion & Design

Home Economics classes converted into Fashion & Design certificate program (enhanced-funded)



## Culinary Arts

Former fee-based classes to be converted into Culinary Arts certificate program (enhanced-funded)



## Ceramics, Jewelry & Glass

Current noncredit classes to be converted into certificate programs (enhanced-funded)



## Early Childhood Education

Current PCW classes to be converted into ECE certificate program (enhanced-funded)

Summer 2025

Fall 2025

Spring 2026

Summer 2026

Fall 2026

Fall 2026

Spring 2027



# Schott & Wake Renovations

- Welcome Centers @ Wake & Schott
- AHS/GED classroom
- Digital Technology classroom
- Health Academy classrooms
- Fashion & Design classroom

Renovations have been funded by the California Adult Education Program.



# Upcoming Renovations

- Commercial kitchen at Schott
- Fashion & Design classroom at Wake
- Construction Technology classrooms at Wake

**Santa Barbara Adult Education Consortium (SBAEC) has established a strategic roadmap focused on economic mobility, student equity, and seamless educational transitions.**

These activities are primarily executed through the Santa Barbara City College (SBCC) School of Extended Learning and its community partners.

### **Core SBAEC 3-YR Plan Goals (2025–2028)**

The consortium has prioritized three overarching goals for this three-year cycle:

1. **Program Excellence:** Maintain and expand high-quality programming in state-mandated areas (ESL, CTE, Basic Skills) based on verified regional economic needs.
2. **Student Achievement:** Improve learning outcomes specifically for adult learners, focusing on certificate completion and transitioning to credit programs.
3. **Equitable Access:** Address systemic barriers by expanding services for English Language Learners, low-income individuals, and justice-involved students.

# ADDRESSING WEAK POINTS

**Complex Enrollment**  
**Low Transition Rates**  
**Curriculum Mismatch**  
**Data Inconsistency**

**CAEP SBAEC strategies being implemented to address them today:**

## **1. The "Transition Gap": (Noncredit to Credit)**

- **The Weak Point:** Historically, there has been a "disconnect" where students finish noncredit ESL or Adult High School programs but fail to take the next step into credit-bearing college courses or degree programs due to administrative complexity and fear of the unknown.
- **Today's Address:** Implementing **Transition Specialists** and "Warm Handoffs." Instead of just giving a student a flyer, specialists personally walk students through the SBCC credit application and financial aid processes.

## 2. Regional Access and "Satellite" Deserts

- **The Weak Point:** High concentrations of students in areas like the Westside or Goleta may find it difficult to commute to the main Wake or Schott campuses due to transportation barriers and childcare issues.
- **Today's Address:** Expanding **Satellite Offerings.** The 2025–2028 plan emphasizes moving more ESL and Basic Skills classes directly into neighborhood community centers and elementary schools to meet students where they live.

## 3. Alignment with Local Labor Market Needs

- **The Weak Point:** Sometimes, the certificates offered (CTE) don't perfectly align with the immediate hiring needs of South Coast employers, leading to students being "credentialed but unemployed."
- **Today's Address:** Data-driven curriculum. The SBAEC now uses the BW Research Economic and local Santa Barbara Workforce Gap Analysis Reports specifically for the Santa Barbara region to retire stagnant programs and fund high-demand ones like the **Healthcare Academy and Construction Technology.**

#### 4. Digital Divide in Adult Learners

- **The Weak Point:** Many adult learners, particularly in ESL Level 1 and 2, lack the digital literacy required to navigate modern learning management systems (like Canvas), which became a significant barrier during the shift to hybrid learning.
- **Today's Address:** Embedding **Bilingual Digital Support.** Rather than separate computer classes, digital literacy is now being "embedded" into ESL instruction, with tech support available in the students' primary language during evening hours.

#### 5. Student Retention and "Basic Needs" Barriers

- **The Weak Point:** Adult students often drop out not because of academic failure, but because of life crises—food insecurity, housing instability, or a lack of childcare.
- **Today's Address:** Integration of **Basic Needs Centers.** By linking adult education directly with resources like the SBCC Food Pantry and local wellness fairs, the consortium treats "life support" as a prerequisite for academic success.

**CAEP SBAEC Activities and Strategic Initiatives**  
**Completed & In Progress**

## 1. Workforce & Career Technical Education (CTE)

- **Healthcare Academy Expansion:** Scaling the Medical Assistant and Health Sciences programs to address the critical shortage of healthcare workers in Santa Barbara County.

Short-Term goals identified in 3-YR Plan

-Offer the new noncredit Certified Nursing Assistant (CNA) program by 2026

-Apply for State-approved CNA Training Program

-Begin to develop Continuing Education Units (CEUs) for CNAs to maintain certifications and licensure

-Provide healthcare program-specific academic and career planning advisement to CAEP ESL, AHS/GED, and other Career Skills Institute Programs

- **Increase Workforce Readiness Coursework Development:**

Short-Term goals identified in 3-YR Plan

Course and Certificate Development:

-Artificial Intelligence Foundations and Creative Applications

-Career Launch and Job Search

-Digital Photography: Level I

-Short-term CTE Fashion & Design Program

-Healthcare Academy: Certified Nursing Assistant

-Engage construction technology faculty and industry professionals to conduct an appraisal of current noncredit construction tech offerings and if applicable develop/update construction technology CTE courses to better meet local labor market needs

-Complete an analysis of CTE program enrollments, persistence, transfer, and outcomes

## 2. Specialized Student Support & Transitions

- **Centralized "One-Stop-Shop":**

Short-Term Goals identified in 3-YR Plan

-Consolidation of noncredit student services into a single physical and digital location at the Wake Campus to simplify the admissions and counseling process.

- **Smooth Transition:**

Short-Term goals identified in 3-YR Plan

-Implementing a "Transition Specialist" model where staff personally guide students from noncredit ESL or GED programs into credit-bearing college courses.

-Collaborate with SEL faculty in Adult High School/GED and ESL programs to identify, if feasible, how AI-driven personalized student support systems in counseling and/or class assignments can be integrated

- **Bilingual Digital Support:**

Short-Term Goals identified in 3-YR Plan

Expanding evening hours for bilingual computer support to assist adult learners with digital literacy and online course navigation.

### **3. Community-Specific Programming**

Short-Term Goals identified in 3-YR Plan

- Develop a Parent & Guardian Professional Childcare Provider Certificate: 'Cooperative Preschool and Family Engagement'
- Leverage community childcare programs, local Social Services and Workforce Development Services, and SEL AHS/GED and ESL Programs to integrate services
- Design specific workshops and courses designed to help older adults re-enter the workforce or pivot to new careers by increasing  
Career Skills Institute basic skills programming and certificates

### **4. Updating Student Entry and Learning Spaces**

Short-Term Goals identified in 3-YR Plan

- SEL Wake Campus: Welcome Center: SSS, A&R, Career Skills Institute, Mental Health Counselor, Healthcare Academy labs and lecture room, Fashion & Design Career Program
- SEL Schott Campus: Welcome Center: SSS, A&R, Career Skills Institute, Mental Health Counselor, Adult High School/GED, Culinary Arts Program, Basic Needs Center

## **Continuing our primary SBAEC Goals**

- Increase faster enrollment speed with One-Stop-Shop tailored SSS and A&R services
- Address low transitions rates with Dual Enrollment (SB 554)
- Increase of State Certificates and/or credit transitions with tailored noncredit Career Skills Programming
- Increase job placement for State Certificate and CTE completers with increased 1:1 workforce case management model
- Address data inconsistency by integrating TopsPro and MIS data and hire ESL/CTE data-focused personnel to work exclusively on data

**Questions?**