

2025-26 ASPIRE Quick Guide
Year 3: Demand and Staying Current/Relevant

The third cycle of the All Services and Programs Institutional Resources and Engagement (ASPIRE) process is focused on examining strengths, weaknesses, opportunities, and threats programs are experiencing in terms of demand and staying current and relevant. This document includes the ASPIRE Year 3 timeline of support and submission deadlines and guiding support for programs completing the process.

Important Dates

Date	Time	Meeting/Deadline	Location
Friday 10/03/25	9:30–10:30 am	Workshop 0: ASPIRE Year 3 Overview	Zoom
Friday 11/07/25	9:30–10:45 am	Workshop 1: SWOT Analysis	Zoom
Friday 12/05/25	9:30–10:45 am	Workshop 2: Cross-division sharing; Goals & Planning	TBA
Friday 12/19/25	5 pm	Early submission deadline	META
Wednesday 1/14/2026 (Inservice)	2:00–4:00 pm	Straggler's Day Workshop: Last-minute support	B 118
Tuesday 01/20/26 Friday 01/23/25	5 pm	Final submission deadline	META

Demand and Staying Current/Relevant

To help contextualize this year's focus, the Program Review Committee has reviewed relevant documentation and discussed the many approaches programs may take in considering demand and currency/relevancy. The following are guiding questions designed to guide programs in understanding and speaking to their programs' demand and currency/relevancy in their ASPIRE submissions. Focus on the aspects that are most relevant and pressing to your program, rather than attempting to address all aspects.

Demand: What are the internal and external factors that impact the demand for your program's services?

- **Internal demand – Consider how “in demand” your program is from any of the following perspectives:**
 - Demand for classes in program: data include registrations, fill rates, degrees & certificates, wait lists, class caps
 - Eligible or qualified student population (for programs/services)
 - Resource usage numbers
 - Course/service offerings: time of day, modality, day of week (Production)
 - Facilities/available space for program
 - Legislation requirements: AB 1705, 928

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- **External demand – Consider how “in demand” your program is from any of the following perspectives:**
 - Cal-GETC – Transfer pathways
 - TOP SOC codes
 - Labor Market Demand – BLS/LMI Data
 - Living wage opportunities
 - CTE: Exam pass rates (compare to region)
 - CTE: External board requirements
 - CTE: Clinical site capacity/safety
 - Demand for public services (e.g., library)
- **What standards (e.g., Ed Code) impact offerings and availability of services?**
 - Staffing allocations, facilities availability

Staying Current/Relevant

- **How is the program ensuring currency or relevancy in terms of:**
 - Legal changes (federal, state, regulatory boards)
 - Changing industry requirements
 - Labor market information: New career opportunities/specializations
 - Curriculum updates
 - Best teaching practices
 - Technological advances/integration
- **How is the program considering students’ ability to earn a living wage and/or support the community post-graduation?**

Analysis of Strengths, Weaknesses, Opportunities, Threats (SWOT)

Consider each of the following with regards to your program’s demand and ability to stay current or relevant.

STRENGTHS: Identify internal strengths of your program with regards to demand and currency/relevancy. In what ways is your program strong in these aspects? What is being done that is working well to support the program in these aspects? Seek to identify 3 – 5 strengths or things that are working well internally.

WEAKNESSES: Identify internal weaknesses of your program with regards to demand and currency/relevancy. In what ways is your program lacking or where is there most room for improvement? What is not working well, or what is missing from what the program is doing to support these aspects? Seek to identify 3 – 5 weaknesses or things that can be improved internally.

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OPPORTUNITIES: Identify external opportunities for your program with regards to demand and currency/relevancy. What external factors or organizations create opportunities for your program regarding demand and currency/relevancy? Where might you look for additional opportunities or ways to expand partnerships externally? Seek to identify 3 – 5 external opportunities for your program.

THREATS: Identify external threats to your program with regards to demand and currency/relevancy. What external factors or organizations create challenges for your program regarding demand and currency/relevancy? What external threats are impacting your program or may impact your program in the future? Seek to identify 3 – 5 external threats to your program.

Goals and Planning

After listing out the most relevant and pressing strengths, weaknesses, opportunities, and threats for your program, consider how you might leverage your strengths and opportunities against your weaknesses and threats. How might you best move forward to support your program's demand and ability to stay current and relevant given these elements? Use this analysis to inform your program's goals and plans. Update your program's 5-year goals and relevant action steps you plan to take to achieve these goals. Aim to identify or update 3 to 5 planning goals relevant to demand and currency/relevancy.

Data and Resources

- **TOP Codes:** <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/final-top-code-manual-2023edit-4-a11y.pdf?la=en&hash=28074BFE9915B49A7688B8BDEF0DB7E55FEB3A2C>
- **Industry and employment data:** [BLS Occupational Outlook Handbook](#)
 - o [Bureau of Labor Statistics and Census Bureau](#)
- **SB County Labor Market data:** <https://labormarketinfo.edd.ca.gov/geography/sanbernardino-county.html>
- **Living wage data:** <https://livingwage.mit.edu/counties/06071>
- **CTE Labor Market Information (LMI):** CTE programs must request LMI data from the Inland Empire/Desert Regional Consortium for Inland Empire and Desert Community Colleges: <https://www.desertcolleges.org/lmi/index.php>
- **Course fill rates:** https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/dashboards/db_fill-rates.php
- **Course enrollment:** https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/dashboards/db_enrollment.php