

Prior Learning Assessment

UHCL Mini Conference
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National Awareness of the benefits of CPL/PLA may be rising...

- Federal and State announcements prioritizing workforce and career training
- Important and very recent national reports:
 - CAEL/ACE National Landscape Report -- Dec 2024
 - CAEL/AARP Report on Veterans & Older Adults -- Jan 2025

This isn't a surprise!

CPL/PLA speaks to the need to grow the population of trained and educated Texans who gain credentials of value and are better equipped to navigate meaningful and well-paid careers.

And that brings us to Building a Talent Strong Texas.

Building a Talent Strong Texas

2022–2030 STRATEGIC PLAN

GOALS

ATTAINMENT
of Postsecondary
Credentials

Postsecondary
CREDENTIALS OF VALUE

RESEARCH, Development,
and Innovation

COMMITMENT TO EQUITY Data
will be tracked and disaggregated
by race, gender, and income

COLLABORATION
Engage public and
private sector stakeholders
to break down historic silos



Talent Strong Texas Indicators

GOALS

Attainment of Postsecondary Credentials



Postsecondary Credentials of Value



Research, Development, and Innovation



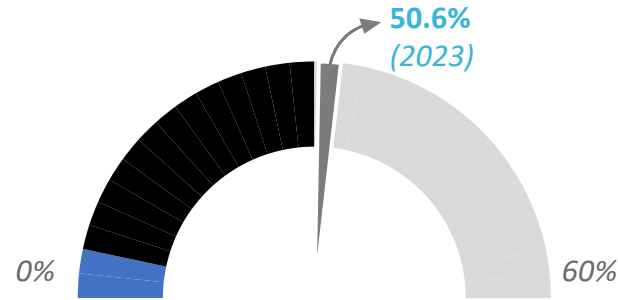
TARGET INDICATORS

- **60% of Texans ages 25-34** with a degree, certificate, or other postsecondary credential of value by 2030
- **60% of Texans ages 35-64** with a degree, certificate, or other postsecondary credential of value by 2030
- **550,000 students completing** postsecondary credentials of value each year
- **95% of graduates** with no undergraduate student debt or manageable levels of debt in relation to potential earnings
- **+ \$1 billion** in additional annual private and federal research and development expenditures by 2030
- **7,500 research doctorates** awarded annually by Texas institutions of higher education

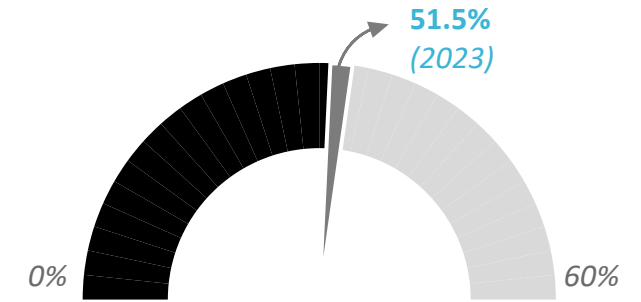
Progress To Date: 2023 Update

Higher education institutions in Texas are making steady progress toward most statewide goals, with a few goals requiring a more rapid pace of change to stay on track for the 2030 targets

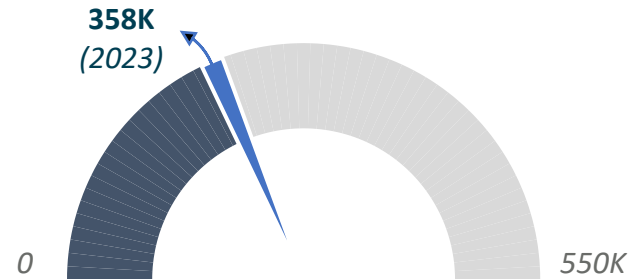
% Postsecondary Attainment, age 25-34



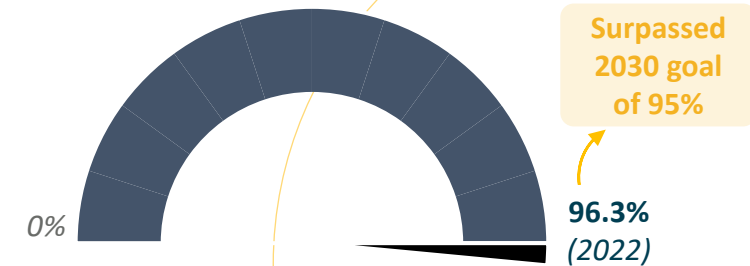
% Postsecondary Attainment, age 35-64



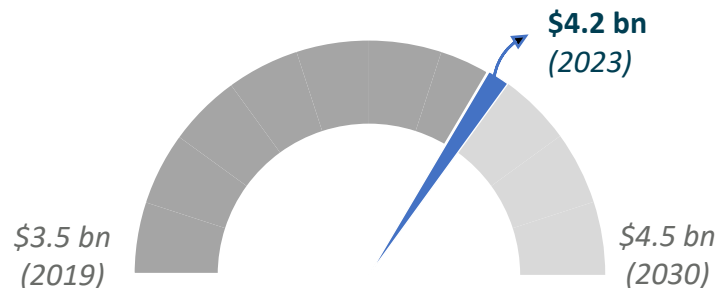
Credentials of Value Awarded per Year



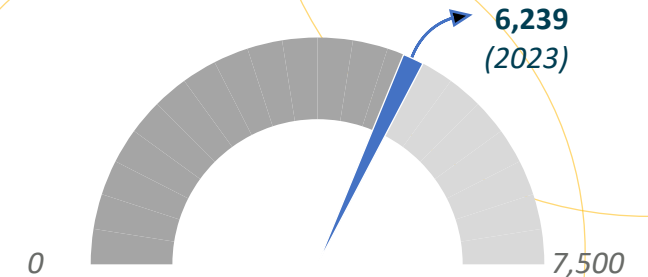
% of Graduates with No/Manageable Debt












R&D Expenditures



Research Doctorates Awarded per Year



Credit for Prior Learning Implementation Matrix

INSTITUTIONAL STAGES		NEW/EMERGING STAGE	DEVELOPING STAGE	EFFECTIVE PRACTICE STAGE
		Has general understanding and information on prior learning, with demonstrated institutional interest.	Acknowledges the role of prior learning in postsecondary pathways. Begins to develop standard policies and procedures.	Has broad and deep understanding of credit for prior learning policies and uses that knowledge to integrate, and sustain systematic and accessible CPL practices.
DEFINITIONS AND ACTIVITIES	FACULTY ENGAGEMENT AND DEVELOPMENT	Forms advisory group to craft policy and practice; attends conferences; invites experts to provide overviews. 	Creates venues for information-sharing across institutional constituencies; involves faculty groups in developing and vetting policies/practices, such as crosswalks and articulations. 	Provides professional opportunities for faculty and staff, including conferences, research, and writing; encourages faculty to include CPL activities in annual reviews, and promotion/tenure evaluations; implements incentives and areas of recognition. 
	STUDENT OUTREACH AND SUPPORT	Directs students to current CPL options through academic advising and program coordination. 	Shares information on website and uses other venues to communicate with students, such as orientation and advising. 	Informs students of CPL options prior to admission; provides expert advising about prior learning assessment; uses all types of communication tools to share information with students, from outreach with potential students to graduation. 
	INFRASTRUCTURE, POLICIES, AND PROCESSES	Scans the landscape for current and informal institutional CPL practices; seeks policy and practice models among peer institutions. 	Expands current policy and practice; puts people and structures into place to manage programs; begins to coordinate CPL-related programs and services. 	Selects appropriate CPL tools that fit institutional context and curriculum that recognize diversity of learners and their experiences; promotes active use of CPL in all degree areas, including major requirements and general education; well-managed with established policies and practices. Embeds CPL within other programs, such as competency-based learning. 

Transfer and Dual Credit

CPL/PLA are integral to a set of policies about students' educational progress such as transfer and dual credit.

Simplifying and facilitating students' movements from high school to higher education and between higher education institutions are core goals of Dual Credit and Transfer policies.

- New rules in the past three years regarding academic credit transfer – also known as Field of Study Curricula – covering Associate and Baccalaureate degrees.
 - Discipline based
 - Stripped down to core essentials
 - Mandatory recognition/transcription to facilitate transfer
- Over the next year, career and technical education trajectories will be worked on – also known as Program of Study Curricula – covering Certificates and Applied Associate Degrees.

Celebrating Regional Collaboration

- Excited to see what the Greater Houston PLA Work Group has been doing for the past year.
- The Implementation matrix shared with THECB is impressive (Show slide). (Based on ACE matrix shared last year.)
- The number of presentations like College Board Forum, C-BEN and others in a national setting are admirable because they emphasize the possibilities and mechanisms of regional collaboration.

Thank you

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