

# CPL & CBE

Credit for Prior Learning (CPL), also known as Prior Learning Assessment (PLA) and Competency Based Education (CBE) flex the *when* and *how* of learning and thereby accelerate completion.

	CPL	CBE												
<b>Definition</b>	CPL awards credits for accumulated past learning experiences and ensures students don't lose time and money taking courses on concepts they already know and skills they already have.	CBE is future-facing and customized to what the student needs to learn. The academic program adapts to the learner. There are measurable and meaningful assessments based on competencies along the way. Completion is demonstrated by competence on learning outcomes.												
<b>Evidence</b>	<p>Students who earn CPL are more likely to complete than their peers who do not. A 2010 Council for Adult and Experiential Learning (CAEL) study of more than 60,000 students at 48 institutions found that more than half (56%) of students with CPL credit earned a postsecondary degree within seven years while only 21% of non-CPL students did so (see Figure 1 below).</p> <table border="1"> <caption>FIGURE 1 Degree Earning for CPL and Non-CPL Students</caption> <thead> <tr> <th>Group</th> <th>Did not earn degree or credential</th> <th>Earned Bachelor's Degree</th> <th>Earned Associate Degree</th> </tr> </thead> <tbody> <tr> <td>Did not earn CPL credit (n=46,881)</td> <td>78%</td> <td>16%</td> <td>6%</td> </tr> <tr> <td>Earned CPL (n=15,594)</td> <td>44%</td> <td>43%</td> <td>13%</td> </tr> </tbody> </table> <p>Other studies since 2010 confirm that students with CPL credits have significantly higher retention, GPAs and credit accumulation. <sup>4,5,7</sup></p>	Group	Did not earn degree or credential	Earned Bachelor's Degree	Earned Associate Degree	Did not earn CPL credit (n=46,881)	78%	16%	6%	Earned CPL (n=15,594)	44%	43%	13%	<p>CBE programs appear to be on the path to fulfilling their value propositions. While it's too early to effectively compare completion rates, students in CBE programs appear to fare en par with traditional programs. <sup>1,6</sup></p> <p>CBE example at Texas A&amp;M <a href="#">60x30TX initiative Texas A&amp;M University Commerce</a> focused on some college, no degree adults using CBE. Texas has more than four million "some college, no degree" adults. The CBE program started with 7 students and quickly grew to 441 enrolled students</p> <ul style="list-style-type: none"> <li>• Nearly 92% of students are aged 25+</li> <li>• 85% term-to-term retention rate</li> <li>• 85% average term completion rate</li> <li>• 428 graduates</li> <li>• Time-to-degree: 1.4 years (20% acceleration)</li> <li>• Cost-to-degree: Around \$6K (half the cost)</li> </ul>
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Did not earn CPL credit (n=46,881)	78%	16%	6%											
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<b>Assessment</b>	Transfer Credit can be articulated through block transfer, such as the completion of an	Assessments will be built on robust and industry-accepted competencies:												

	<p>associate degree from another accredited campus, course to course, specific to elective course, or military transfer credit.</p> <p>Proficiency Credit is demonstrated through many types of prior learning assessments to include such methods as individual performance assessments, challenge tests, program evaluations, workplace credit, advanced placement, College-Level Examination Program (CLEP), portfolio review etc.</p>	<p>Competencies are at a higher categorical level than learning outcomes.</p> <p>Competencies are assessed at different levels than outcomes.</p> <p>Competencies are more objectively measurable than outcomes. They are demonstrated.</p> <p>CBE allows assessment of <b>mastery</b> (not grades) - what the learner knows and how they demonstrate proficiency of knowledge through projects.</p> <p>There will be a system for mapping these competencies to courses, learning outcomes, and assessments.</p> <ol style="list-style-type: none"> <li>a. The assessments will be secure and reliable.</li> <li>b. External stakeholders will regularly evaluate the competencies to ensure currency.</li> <li>c. Faculty must develop the assessments and supporting curriculum.</li> </ol>
<p><b>Challenges in Delivering within the USHE System</b></p>	<p>Transfer credit recognition between institutions if PLA is evidenced on the transcript as something different than a grade.</p>	<ul style="list-style-type: none"> <li>● Major investment in dedicated learning management and student information systems</li> <li>● Rolling admission is a hallmark therefore faculty who work on 12-month calendar</li> <li>● Faculty role redefined as coach</li> <li>● Complete curriculum redesign based on competencies rather than seat time</li> <li>● Assessments are critical</li> </ul>

		Example: <a href="#">University of Wisconsin's UWFlex Program</a>
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