

Credit for Prior Learning (CPL)

Office of the Commissioner of Higher Education

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Overview

- **CPL definitions, counts, demographics, distributions and trends**
 - **Data challenges: limited to CPL counts and high school data**
- **Advanced Placement & International Baccalaureate in Montana**
 - **Recent HS graduates in the MUS**
 - **College credits analysis**
- **Veteran Students and CPL**
- **Other CPL**
- **Key Takeaways**

CPL Definitions

Board of Regents Prior Learning Assessment Policy (301.19)

Credits earned
in HS by exam

AP & IB

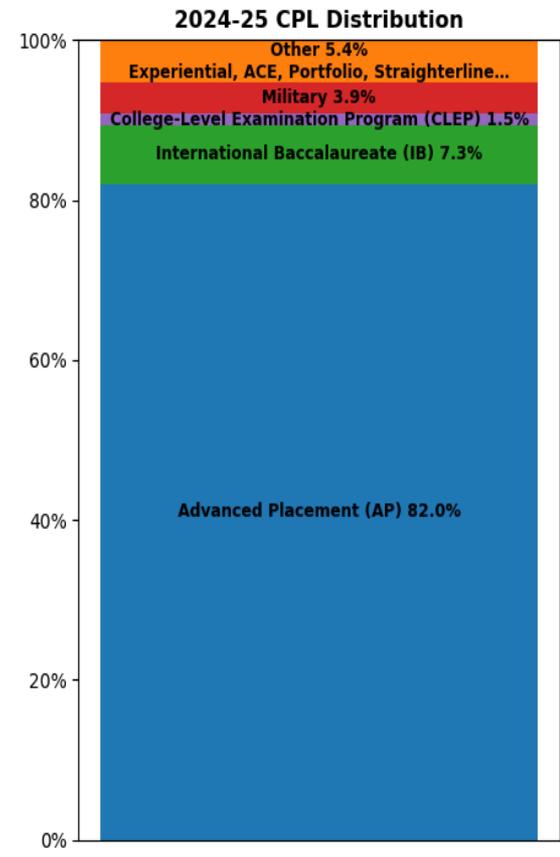
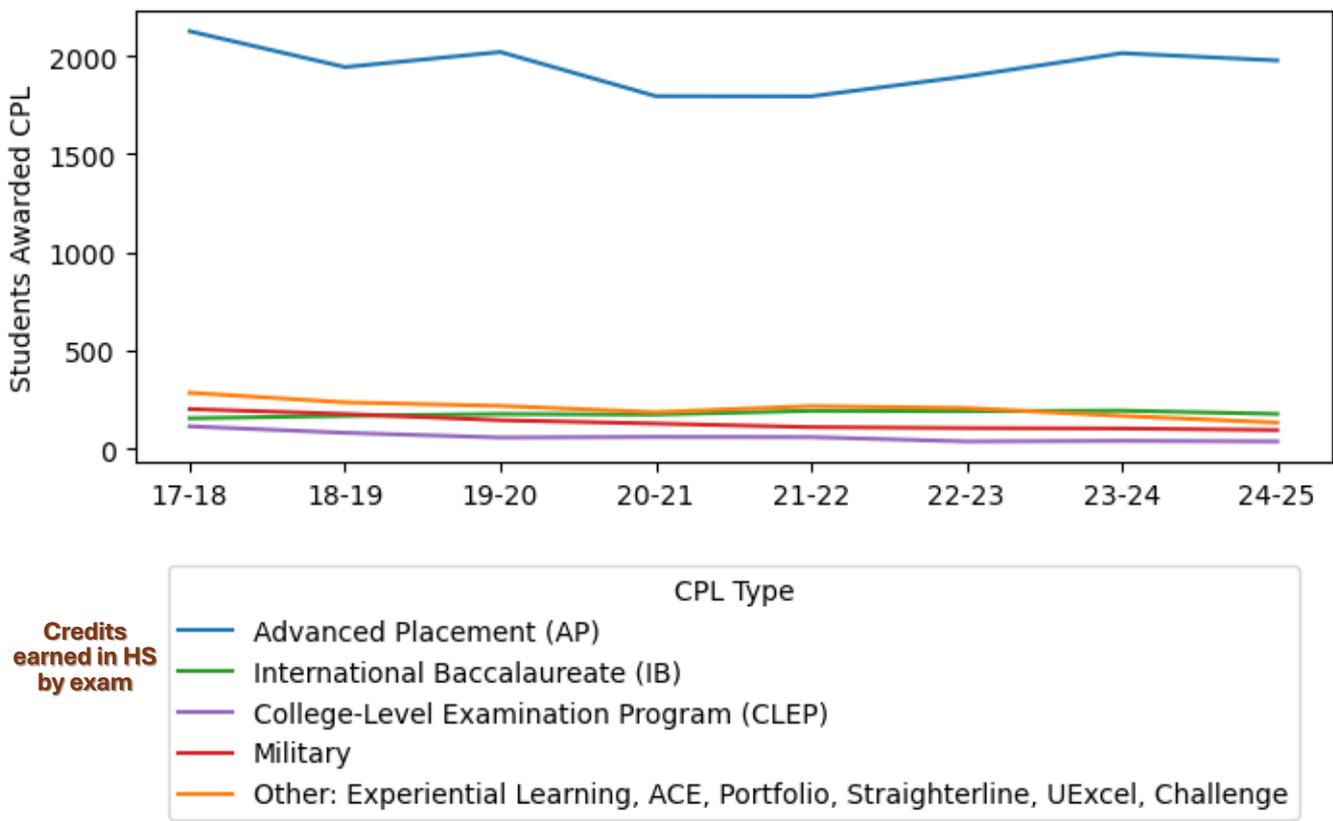
CLEP

Military

Other

- **Standardized Tests**- Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES Standardize Subject Testing (DSST), Straighterline and UExcel
- **American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS)**- proposes college credit equivalencies for learning outside of the college classroom
- **Military Credit**- college credit awarded from the Joint Services Transcript (JST), which documents trainings, rank, occupation, etc, and evaluated ACE for academic credit
- **Challenge Exams**- comprehensive exams of the course subject matter
- **Portfolio Assessments**- students submit a portfolio showcasing their knowledge for faculty evaluation
- **Experiential Learning**- credits earned through work experience or learning outside of the college classroom

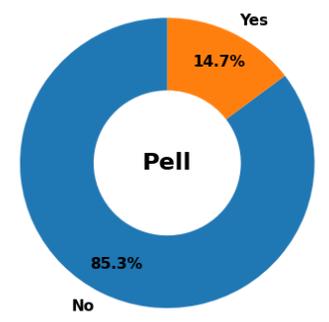
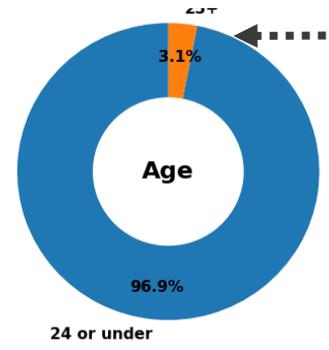
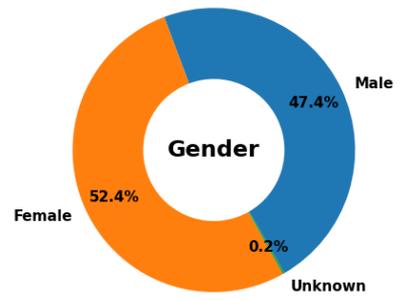
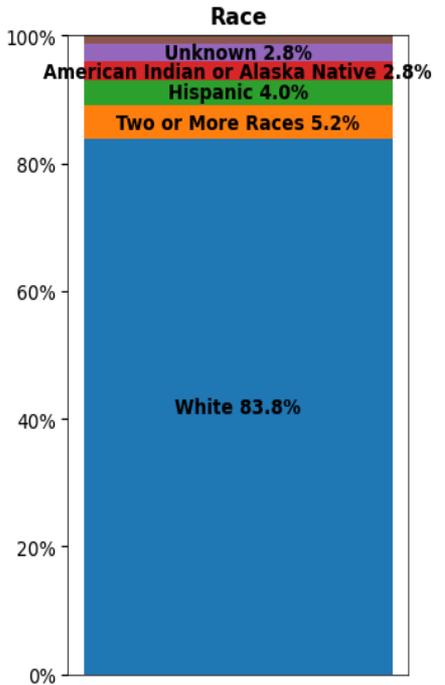
Credit for Prior Learning Counts by Year



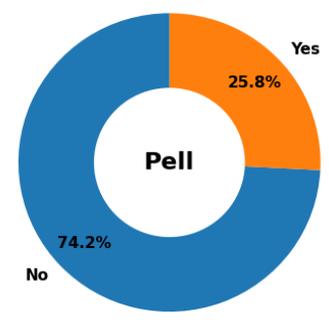
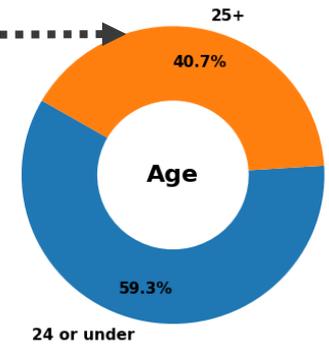
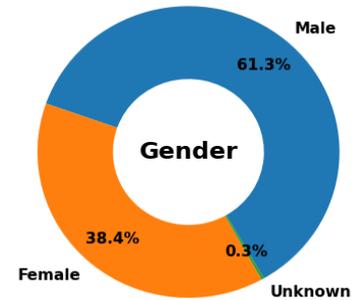
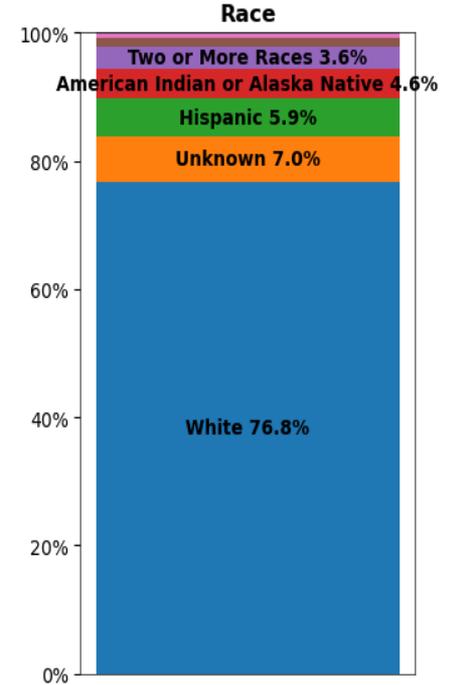
24,099 MUS students have received CPL credits since 2017

CPL Student Demographics since 2017

AP & IB



All Other CPL



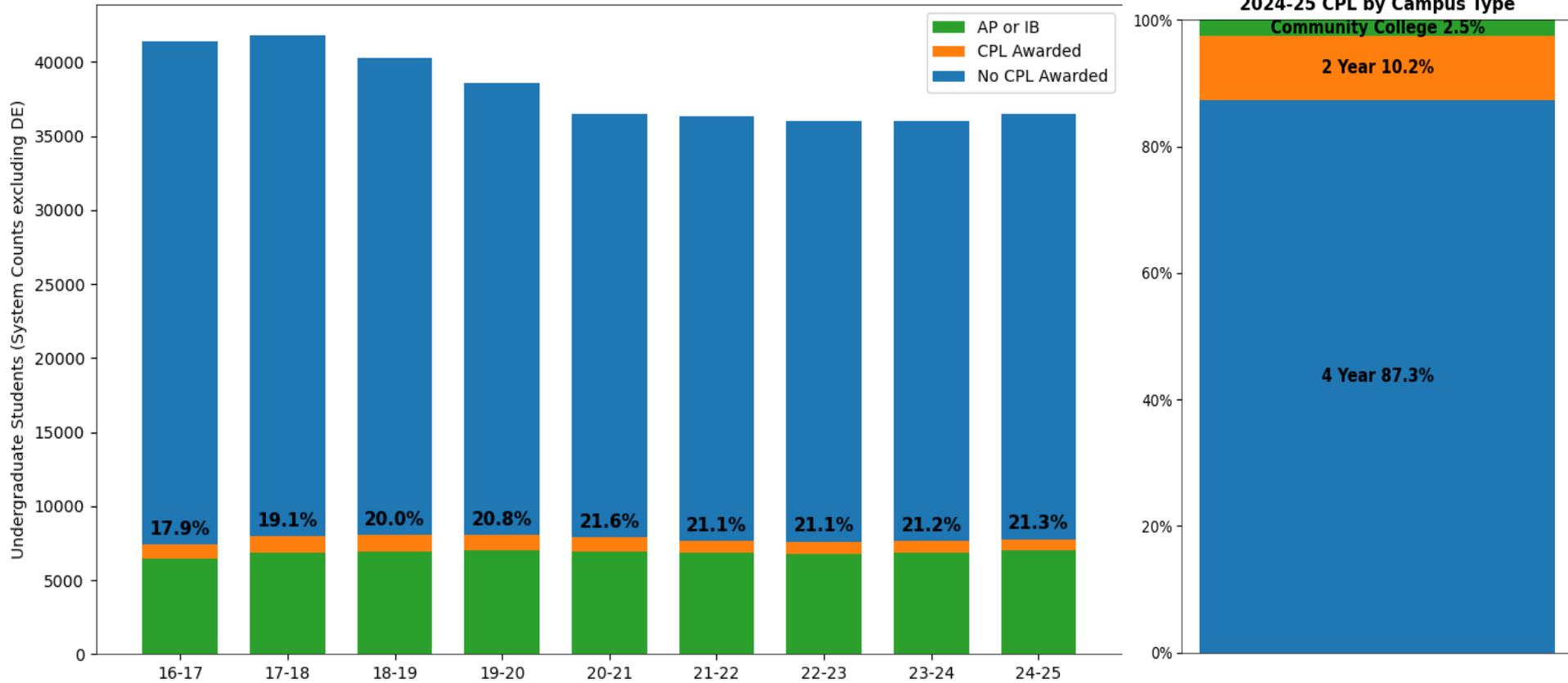
Race (<2%)

- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander

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MUS Undergraduates with CPL Credits by Year

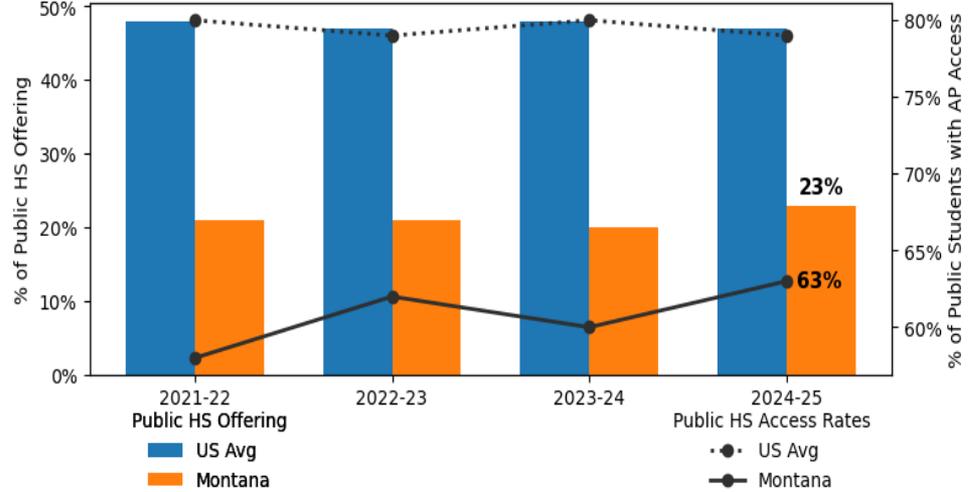


When excluding AP & IB, the 4 Year campus distribution decreases to 71.1% in 2024-25

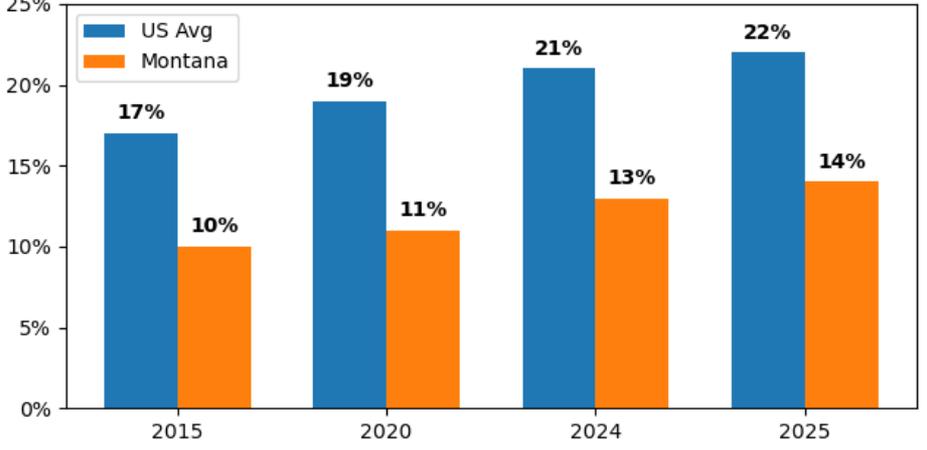
AP & IB in Montana High Schools

AP: 2025 Administrative Report

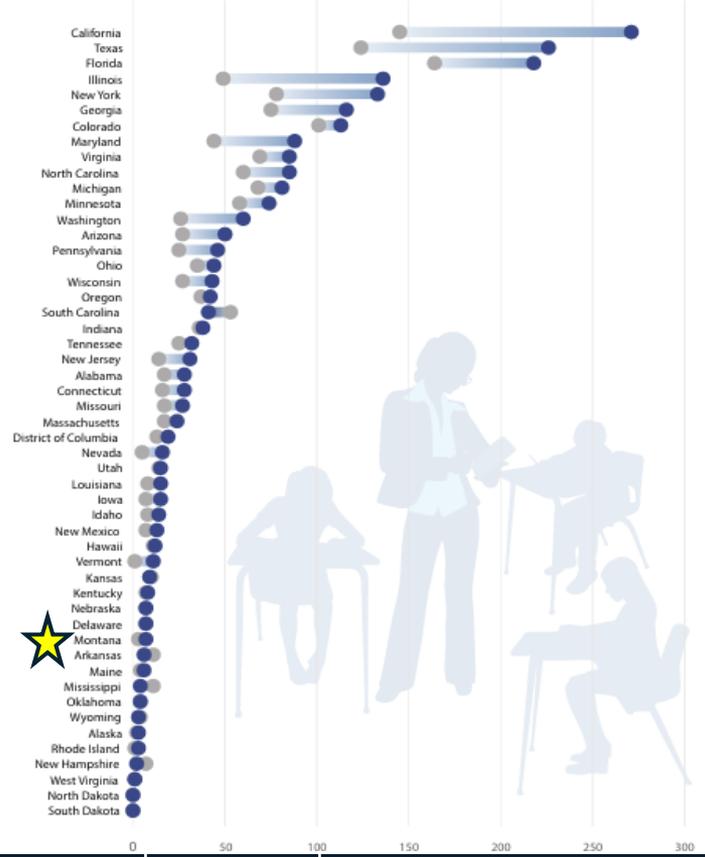
Public HS Participation in AP (5+ AP Courses Offered) & Student Access (MT vs US Avg)



Percentage of Public HS Students Grades 10-12 that took AP Exams (MT vs US Avg)

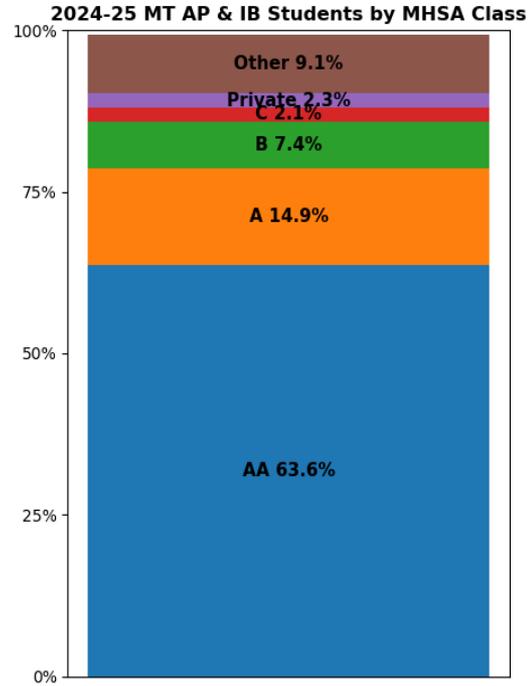
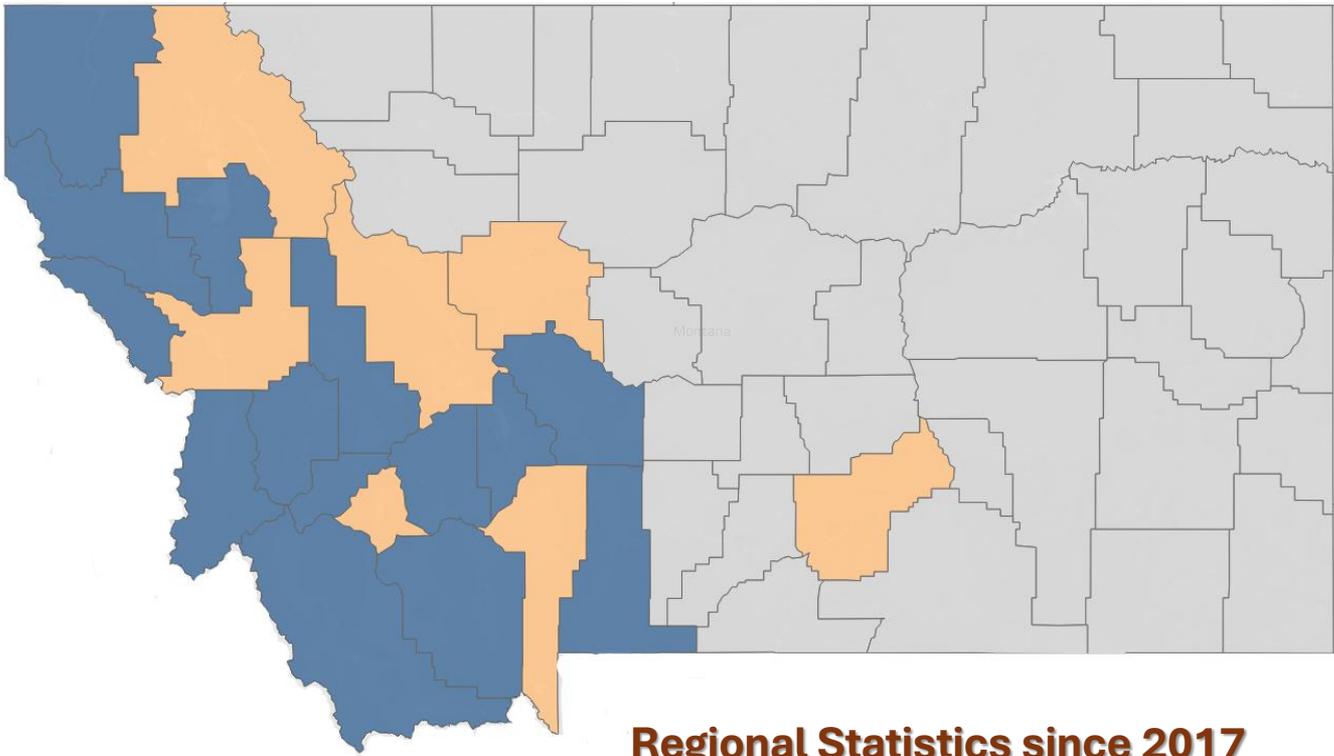


IB ● 2012-2013 ● 2022-2023



MT HS with IB	MHSA Class	Students in MUS with IB since 2017
Flathead HS	AA	519
Big Sky HS	AA	199
Hellgate HS	AA	131
Lone Peak HS	B	7

In-State Residents in the MUS with AP & IB Credits

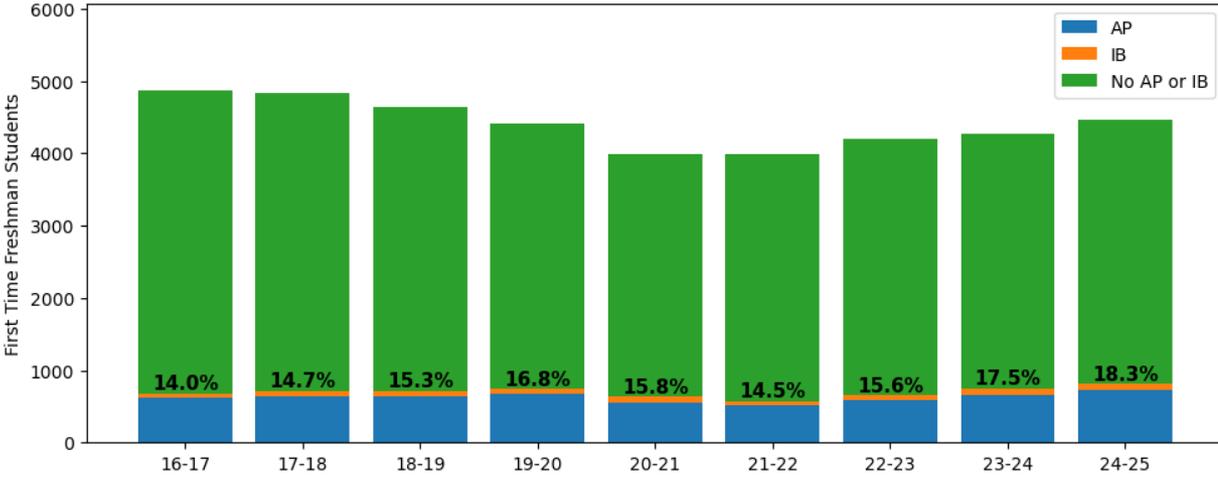


Regional Statistics since 2017

Color	Region	MT Students w/ AP & IB	% Pell Students
Orange	Urban	81.0%	18.3%
Blue	Mountains	11.6%	30.1%
Grey	Plains	7.3%	34.6%

Recent HS Graduates (3 years) in the MUS with AP & IB by Residency

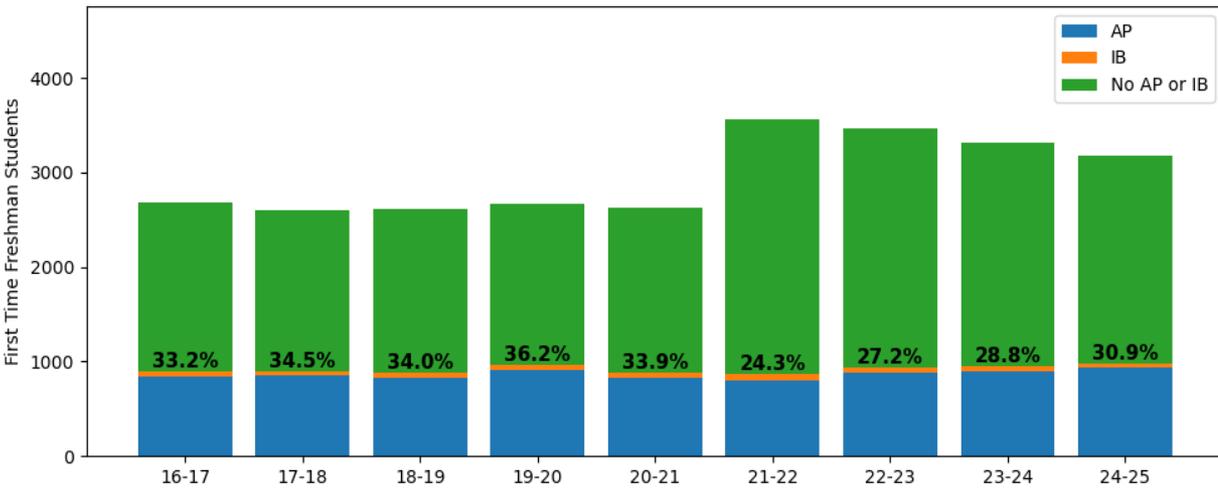
In State



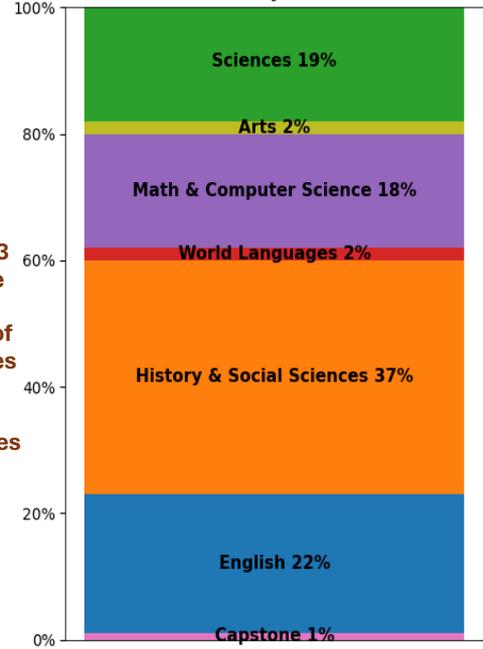
2021-23

Residency	Exams per Student	Students with an AP Score of 3 or higher
In State	2.3	88.9%
Out of State	4.2	91.2%

Out of State



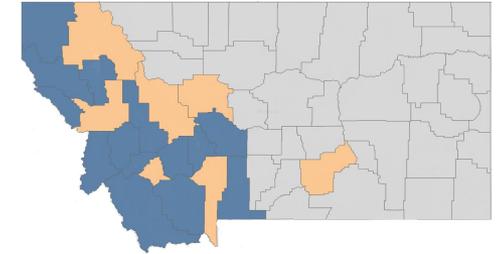
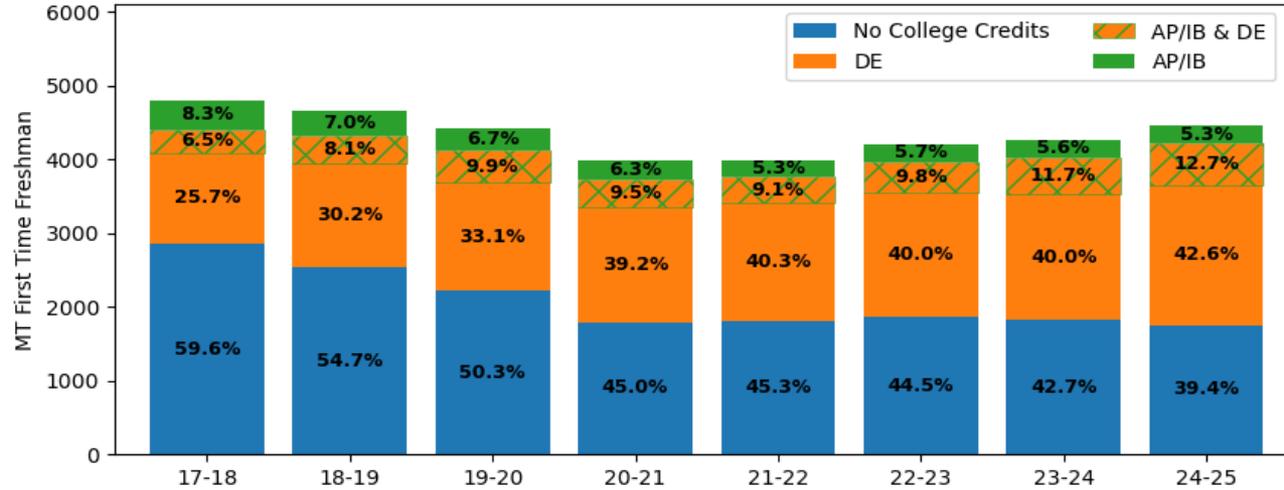
2021-23 AP Subject Distribution



2021-23 College Board Report of AP scores sent to MUS Campuses

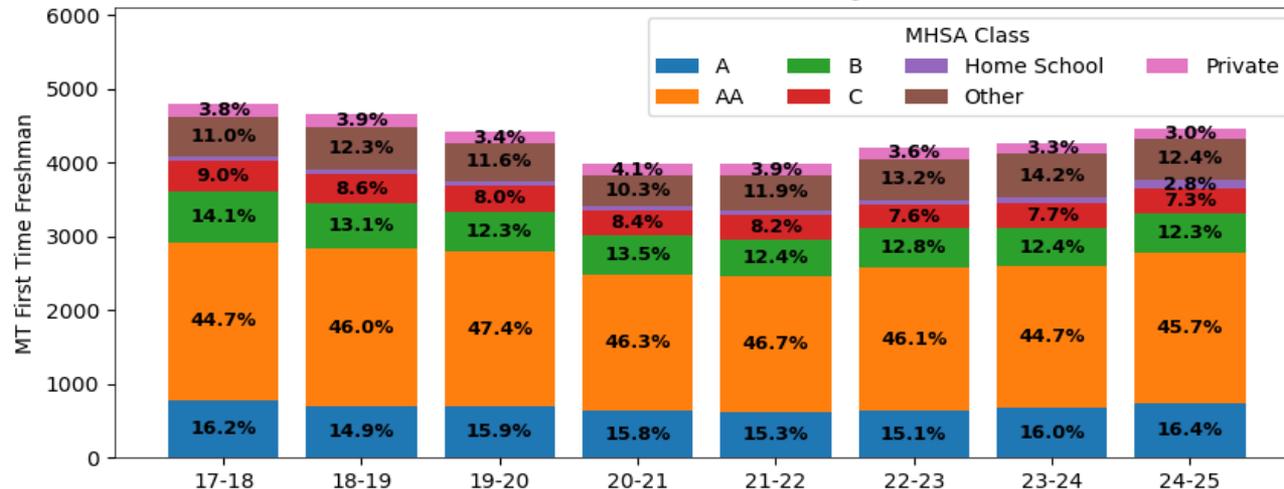
In-State Recent HS Graduates (3 years) in the MUS with College Credits: AP, IB & Dual Enrollment

College Credit Earned in HS by Year



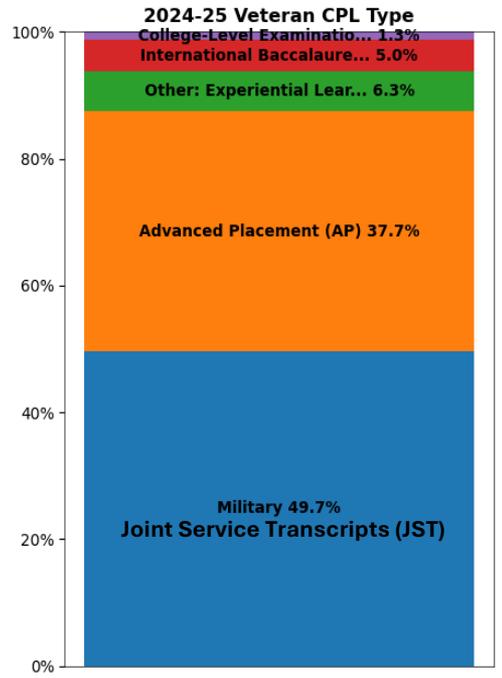
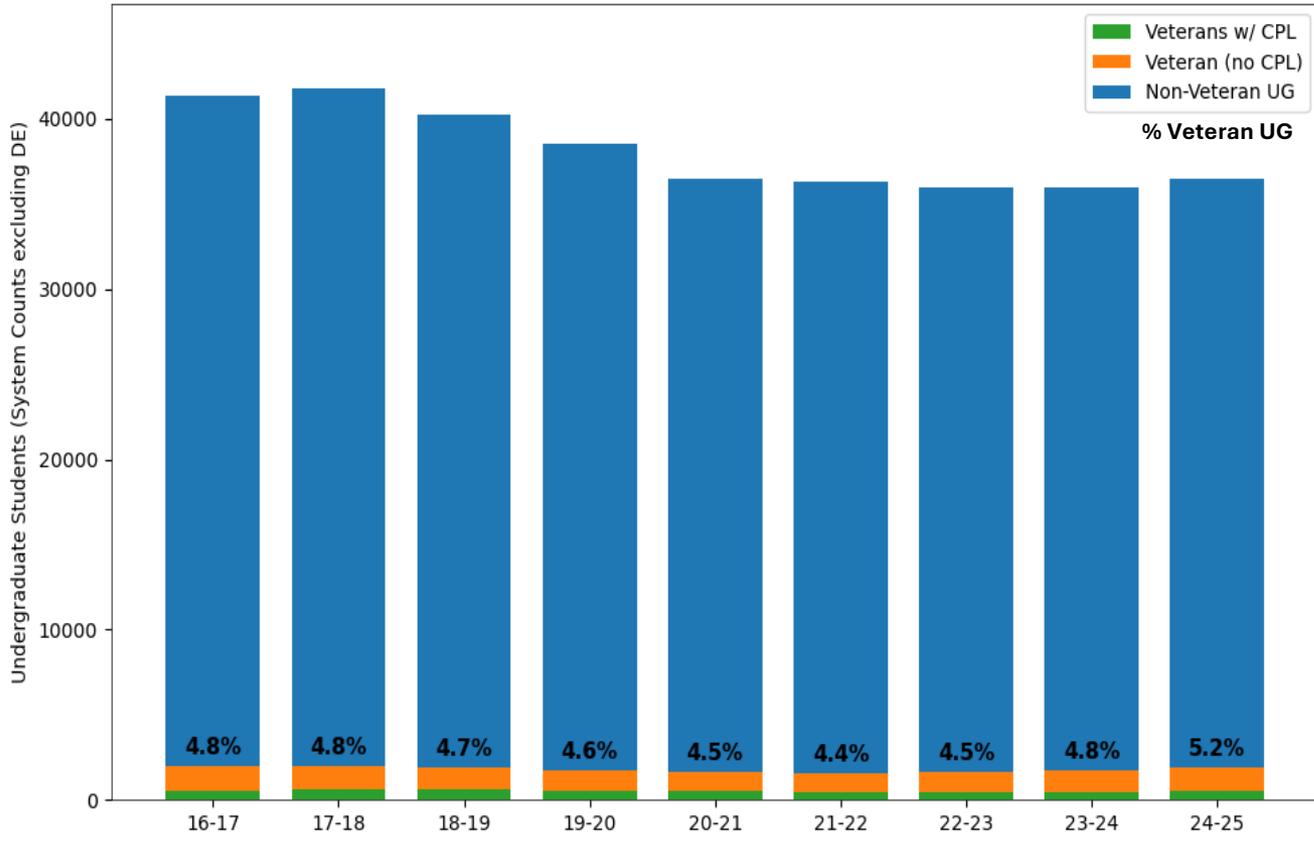
Color	Region	% w/ College Credit
Orange	Urban	59.7%
Blue	Mountains	58.6%
Grey	Plains	49.0%

MHSA Class Distribution by Year

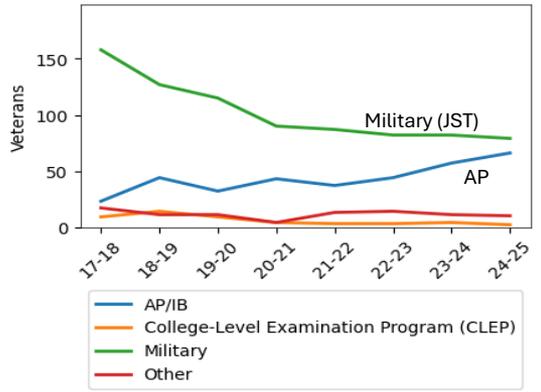


MHSA Class	% w/ College Credit	2024-25 Avg DE Credits
AA	61.1%	4.8
A	57.4%	5.9
B	53.7%	5.1
C	45.8%	6.2
Private	51.0%	4.8
Home School	50.2%	8.6
Other	14.0%	4.1

Veteran Students and CPL

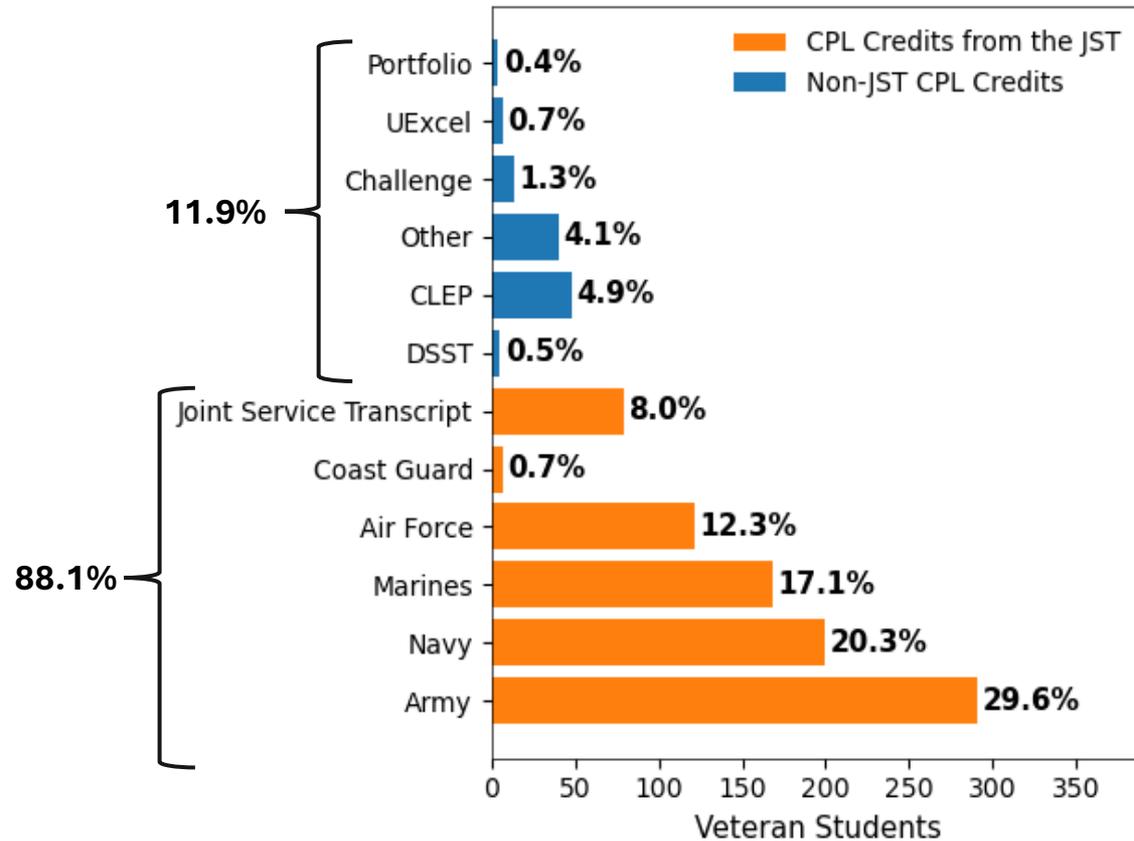


26.1% of veterans enrolled in the MUS received CPL credits since 2017

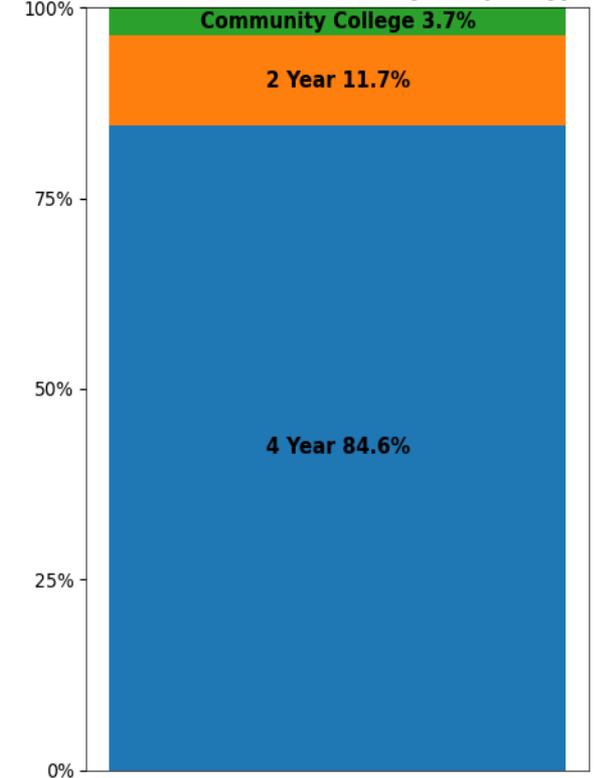


Veteran Joint Service Transcripts (JST) and CPL

**Veteran CPL Types since 2017
(excluding AP & IB)**

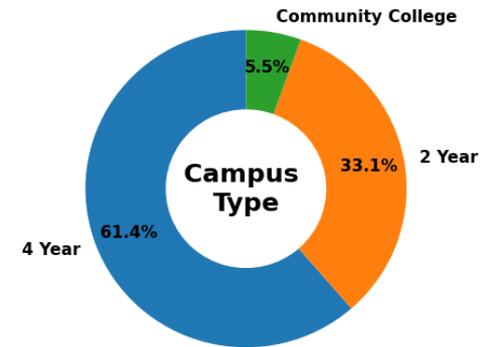
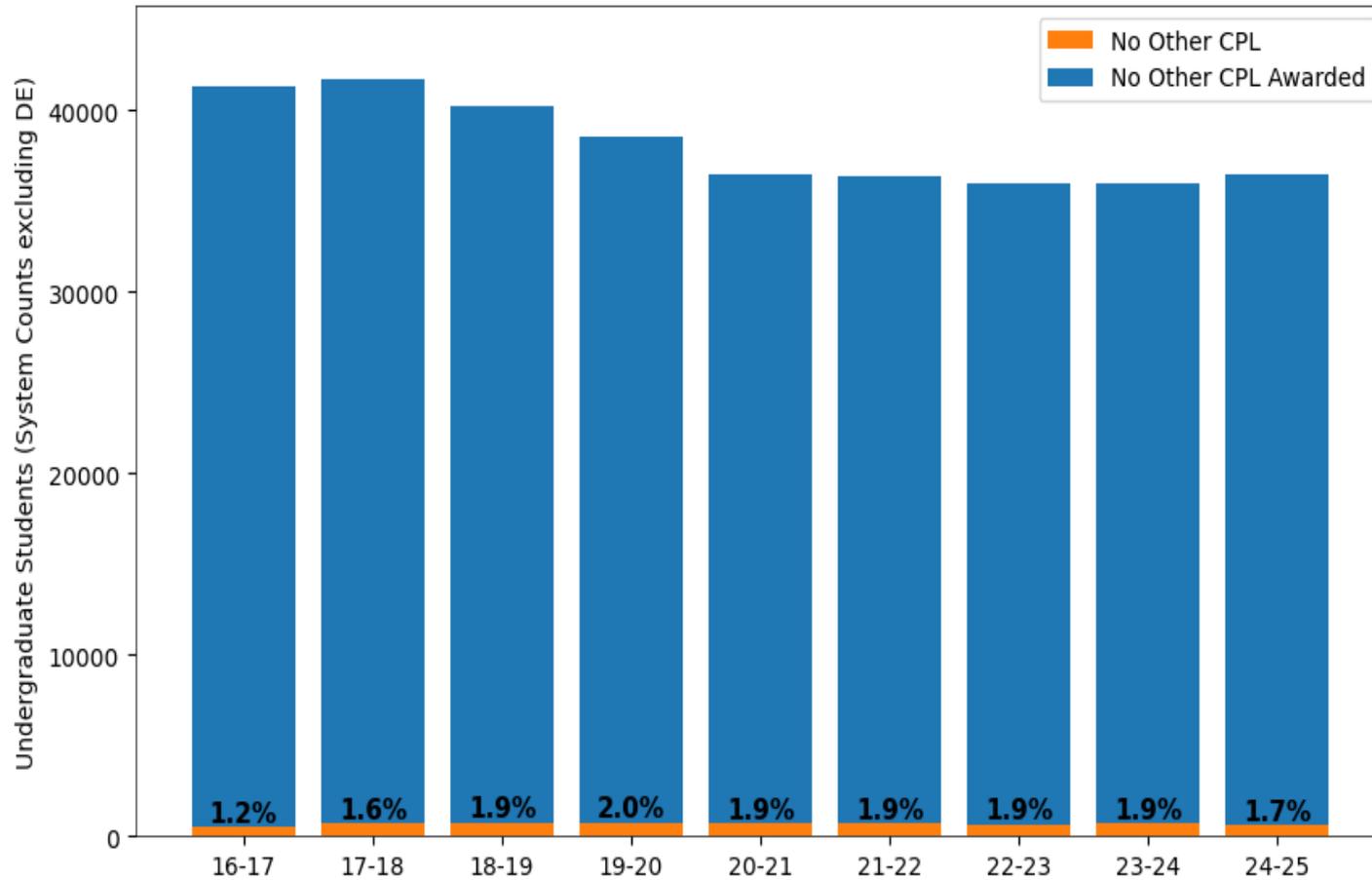


2024-25 Veterans w/ CPL by Campus Type

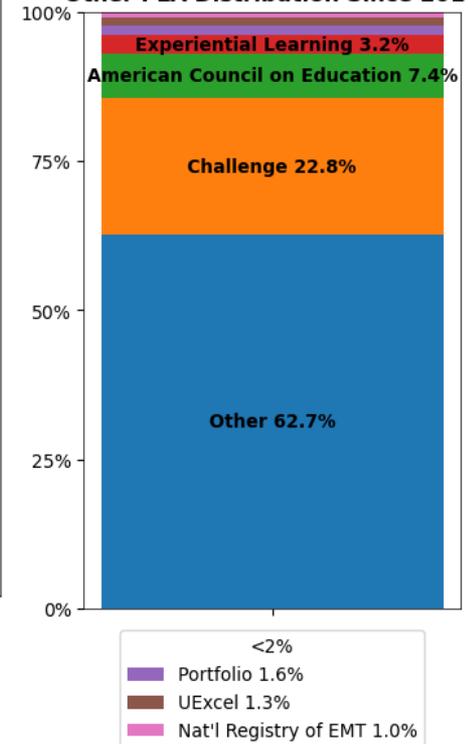


Excluding AP & IB, 18.1% of veterans have CPL credits since 2017

Other CPL



Other PLA Distribution Since 2017



Key Takeaways

- **~21% of undergraduate students per year have earned CPL credits**
- **89.3% of CPL credits are earned in High School (AP & IB) and are primarily awarded by 4-year institutions**
 - **Out-of-state recent HS graduates account for a higher percentage of students with AP or IB credits and average more AP exams than in-state students**
- **When excluding AP & IB , 40.7% of MUS students with CPL are more 25 or older**
- **81.9% of veterans do not receive any credit from their JSTs or other assessments**
- **Data limited to CPL counts**

CPL Information

Website:

<https://www.mus.edu/pla/>

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Credit for Prior Learning System Equivalency Framework

Jacque Treaster

Director of Dual Enrollment and Career & Technical Education



Policy Alignment

BOR Policy 301.19 establishes that:

- Prior learning must be evaluated by faculty or disciplinary experts.
- Credit is awarded on a course-by-course equivalency basis.
- Once recorded on an MUS transcript, PLA credit transfers on the same basis as credit earned through regular study.

Using the CCN Framework



Pathway A: Faculty Council (FLOC) Initiated Review

- Faculty Councils meet on a five-year cycle to review CCN outcomes. CPL equivalency review can be incorporated into these existing meetings as a standing agenda item.
- Proposed CPL-to-CCN review uses the same outcomes-based standard already applied to course-to-course equivalency decisions.
- Faculty confirm minimum performance standards. For standardized exams such as [DSST](#) or [CLEP](#), they confirm or adjust the passing score. For [ACE-evaluated military occupations](#), they confirm the appropriate rank or skill level. For [industry certifications](#), they identify the specific credential and any currency requirements.

Pathway B: Campus- or OCHE-Initiated Proposal

- If a CPL equivalency request arises between scheduled FLOC meetings, a proposal-based process allows timely action.
- Submission of a [MUS CPL Equivalency Proposal](#) form may be submitted for review by the CCN Program Manager and faculty reviewers.

Equivalency Crosswalks

DSST (DANTES Subject Standard Test) Exams

DANTES = Defense Activity for Non-Traditional Education Support



PRINCIPLES OF STATISTICS

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics such as probability, correlation, regression, sampling distribution and inferential statistics.

The exam contains 100 questions to be answered in 2 hours. The use of a non-programmable calculator is permitted in this exam. A standard normal table, also called the unit normal table or z table is provided as a reference within the exam. The table will appear as the

first few items within the exam. It is advised that test takers "mark for review" these items so they can refer to the table throughout the exam.

Form Codes: SS450, ST450, SY450, SZ450

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Principles of Statistics

Level: Lower-level baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

FLOC Learning Outcomes

STAT 216

Introduction to Statistics

FLOC Learning Outcomes:

- Demonstrate knowledge of Central Limit Theorem;
- Given a population mean and standard deviation, be able to convert to a z score, obtain probabilities from the z-table;
- Demonstrate knowledge and use of random variables, means and variances, sampling distributions;
- Given sample mean, sample size, and sample variance, construct a test statistic for testing any other set value and a confidence interval;
- Explain which degrees of freedom to use for a t-distribution test statistic when testing a hypothesis about a single mean;
- Use the t table to find bounds on a p-value in a t-test, or to find the multiplier to use when building a CI for a mean;
- Define a p-value;
- Set up null and alternative hypotheses, given alpha and a p-value, decide what to do with the null hypothesis; After making the decision state a conclusion in terms of the problem;
- Interpret a confidence interval. (i.e. How does a 95% confidence interval relate to a hypothesis test with $\alpha = .05$?);
- Explain and demonstrate common abuses of tests.

EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

I. Foundations of Statistics – 20%

- a. Data types and levels of measurement, sample vs. population, and distribution
- b. Sampling (e.g., type (random vs. nonrandom), sample size, bias, and research design
- c. Descriptive statistics (e.g., measures of central tendency, measures of dispersion, shape of distribution and measures of position (five-number summary, IQR, outliers)
- d. Visual Representation of Data (e.g., bar graphs, stem and leaf, plot, histograms, line graphs, box plots)

II. Probability – 20%

- a. Basic concepts of probability (e.g., experiment, sample space, event, relative frequency, the law of large numbers)
- b. Probability rules for dependent and independent events (e.g., addition, multiplication, conditional probability)
- c. Combinations and permutations
- d. Discrete distributions (expected values, binomial, poisson, geometric)
- e. Continuous Distributions (uniform and normal)

III. Correlation and Regression – 20%

Equivalency Crosswalks

Military Occupations



Branch - Military Occupational Code - Title	Air Force 4NO31 Training Outcomes	ACE Recommendations for Credits	Montana Course Name and Outcomes Matched	Montana Course Name and Outcomes Matched	
Air Force - 4NO31 - Aerospace Medical Service Specialist	The Aerospace Medical Service Apprentice course	ACE Recommendations for Credits	ECP 100 First Aid and CPR	BIOH 108 Basic Anatomy	
<p>The 98-day technical training course covers these outcomes through classroom instruction, hands-on training, and clinical practice. Graduates earn college credits that can be applied toward an associate degree in Practical Nursing Technology.</p>	1. Emergency medical treatment, including cardiopulmonary resuscitation	2 hours in Human Biology	Understand the importance of first aid and CPR	1.) Recognize the structure and function of the human body as integrated components.	Ide the img
	2. Nursing theory, techniques, and procedures	1 Hour in Aerospace Physiology	Demonstrate proper application of an AED	2.) Define homeostasis and explore various feedback mechanisms used to maintain homeostasis.	Dis thir nur con anc
	3. Patient assessment and care	2 Hours in Resource Management	Develop an appreciation for the dignity of human life and patient privacy	3.) Apply the basic principles of chemistry to specific physiological processes. 4.) Investigate the anatomy, physiology and metabolism of cells.	Ide Pra affe the
	4. Administration of prescribed drugs and immunizations		Understand the significance of patient confidentiality	5.) Compare and contrast the general structural and functional characteristics of the primary tissues of the body, and provide specific histological examples of each.	
	5. Operation and maintenance of therapeutic equipment		Utilize universal precautions for management of Blood Borne Pathogens	6.) Identify the function, structure and interrelationships associated with the following organ systems: musculoskeletal, nervous, cardiovascular and respiratory.	
	Technical Skills	6. Transportation of sick and wounded patients		Know the appropriate actions to take in an emergency	7.) Develop self-knowledge of the skills, strategies, and processes necessary for academic success in college-level science courses.
				8.) Cultivate critical thinking skills through	

Equivalency Crosswalks

Industry Recognized Credentials



Welding Fundamentals for Construction Trades	WLDG 103	Demonstrate by written exam, the theory and safe operation of SMAW equipment.	ANSI Z 49.1:2021 Safety in Welding, Cutting, and Allied Processes Discusses Personnel Protection, Ventilation, Fire Prevention and Protection, Confined Spaces, Precautions and safety on all Oxyfule Gas, Arc Welding, EBW and EBC, Laser Beam and Brazing and Soldering safety	At the AWS Certified Weder AC7 Standards, all aspects of this course would be covered. Student would be tested on all aspects of welding safety, SMAW, GMAW, FCAW, Thermal Cutting, Lasers, Brazing and Soldering, and EBW, EBC and Oxyfuels.
		Demonstrate by written exam the theory and safe operation of Oxy-Fuel Cutting (OAC), Plasma Arc Cutting (PAC) and Air Carbon Arc Cutting (AAC).	ANSI Z 49.1:2021 Safety in Welding, Cutting, and Allied Processes Discusses Personnel Protection, Ventilation, Fire Prevention and Protection, Confined Spaces, Precautions and safety on all Oxyfule Gas, Arc Welding, EBW and EBC, Laser Beam and Brazing and Soldering safety	
		Demonstrate by practical exam, evaluated to AWS Structural Welding Code-Steel (AWS D1.1) standards, skill in the use of SMAW equipment and material	3.3.1.4 SMAW	
		Demonstrate by practical exam, evaluated to AWS Structural Welding Code-Steel (AWS D1.1) standards, skill in the use of OAC, PAC, AAC equipment and materials.	This is part of the AWS Practical application exam students must complete to get certification	
		Demonstrate by practical exam, evaluated to industry standards, skill in the use of OAW equipment and materials.	Covered through practical application exams	

FLOC Learning Outcomes

WLDG 103

Welding Fundamentals for Construction Trades

FLOC Learning Outcomes:

- Demonstrate by written exam, the theory and safe operation of SMAW equipment.
- Demonstrate by written exam the theory and safe operation of Oxy-Fuel Cutting (OAC).
- Demonstrate by written exam, the theory and safe operation of 110 Volt, FCAW equipment.
- Demonstrate set-up and use of SMAW equipment
- Demonstrate set-up and use of OAC equipment.
- Demonstrate set-up and use of 110 Volt FCAW equipment.
- Identify different types of welding joints and positions.
- Identify different types of welding filler metals for SMAW. Identify welding electrodes used for FCAW using 110 Volt power sources found in construction utilizing galvanized steel studs.



More PLA Information

Website:

<https://mus.edu/pla>

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