

Credit for Prior Learning (CPL)

Office of the Commissioner of Higher Education

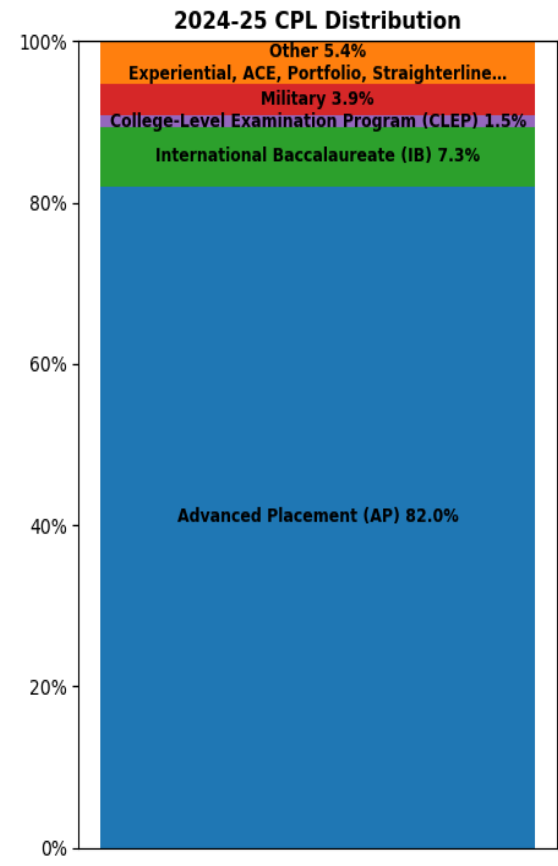
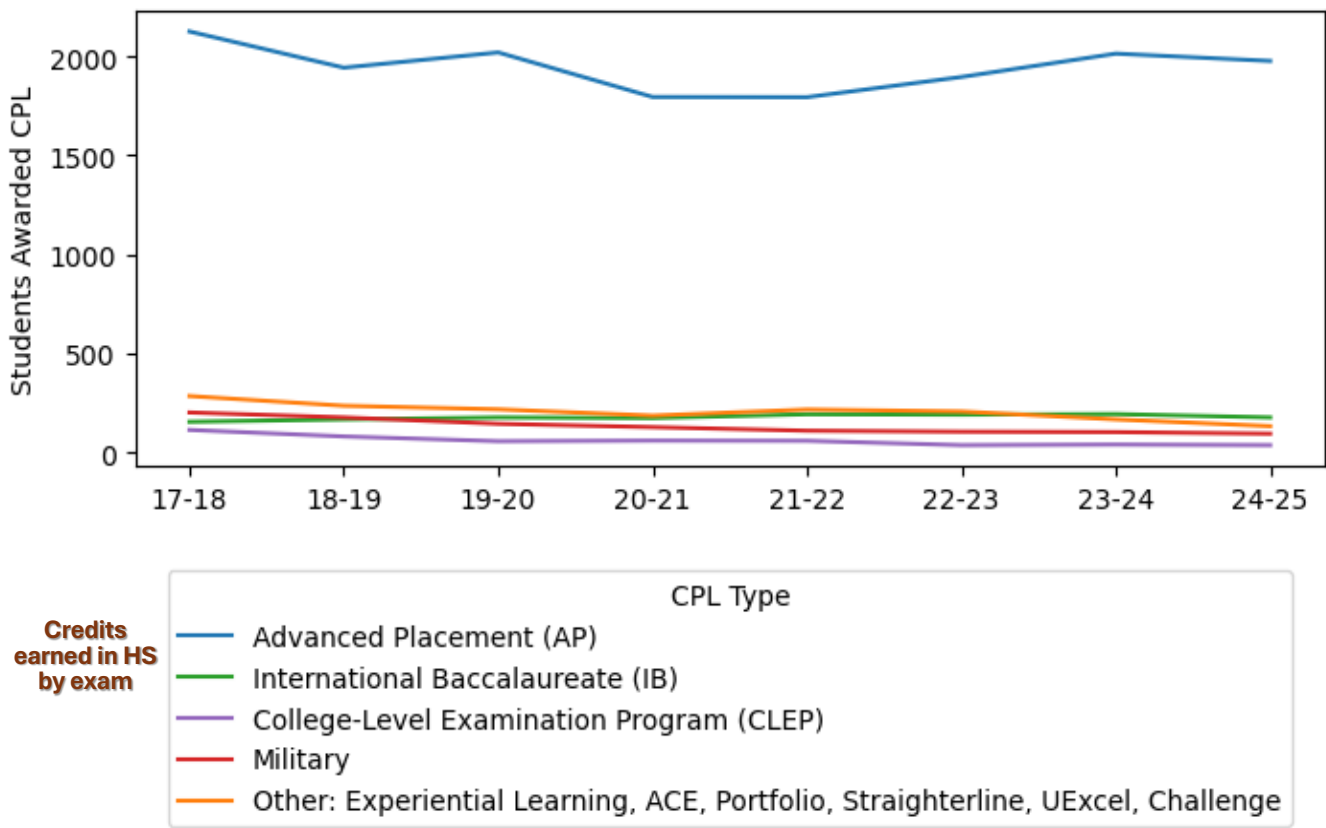
Chase Stahl, Data Specialist

CPL Definitions

Board of Regents Prior Learning Assessment Policy (301.19)

- A student's previous college-level learning, outside of the traditional college setting, may be evaluated for college credit upon the student's request
- Experiential Learning-Based Credits: College-level learning acquired through work and learning acquired outside of the traditional classroom
 - Assessments may be via portfolio assessment, individual performance or demonstration assessment, or other faculty-determined assessment methods
- Instructional-Based Credits: Credits earned as a result of formal instruction and/or assessment
 - Advanced Placement (AP) with passing exam score
 - International Baccalaureate (IB) with passing exam score
 - Military credit is training and educational programs documented by the Joint Service Transcript (JST) and evaluated by the American Council on Education (ACE)
 - Faculty-developed course challenge exams
 - Assessment methods such as College Level Examination Program (CLEP), DANTES Subject Standardized Testing (DSST), and UExcel standardized exams
 - Formal training and educational programs offered via business and industry evaluated by the American Council on Education (ACE) or the National College Credit Recommendation Service (NCCRS)

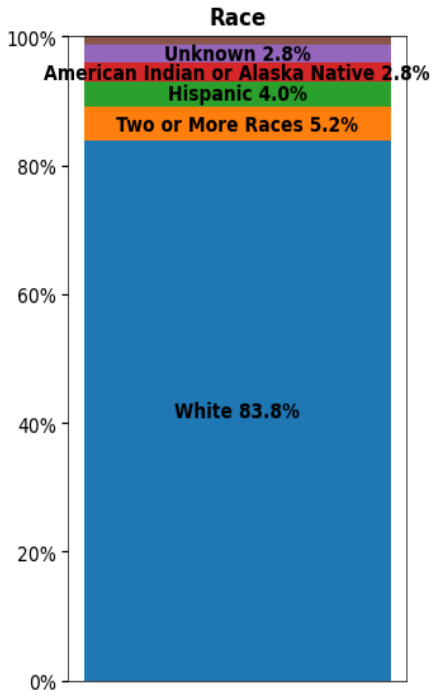
Credit for Prior Learning Counts by Year



24,099 MUS students have received CPL credits since 2017

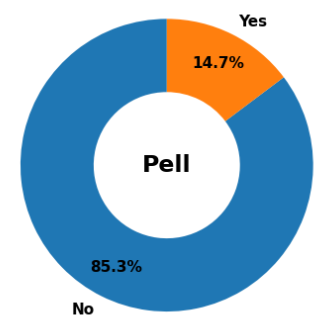
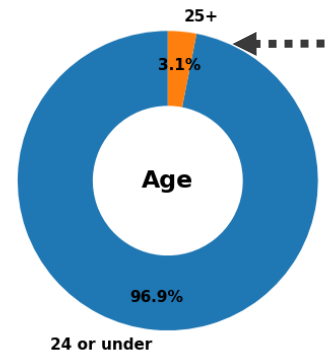
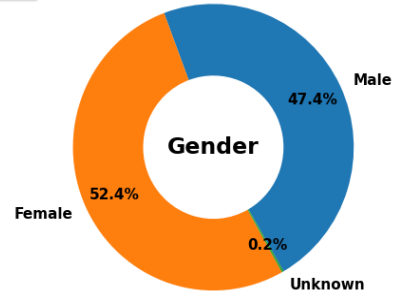
CPL Student Demographics since 2017

AP & IB

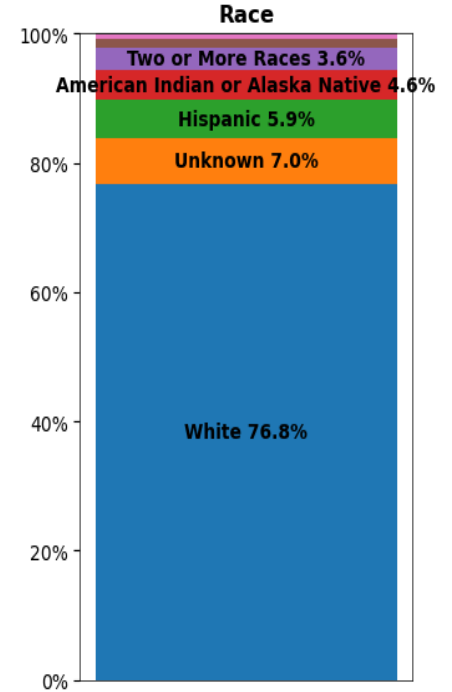


Race (<2%)

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

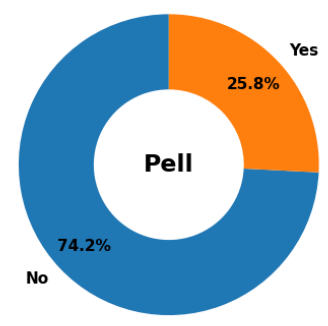
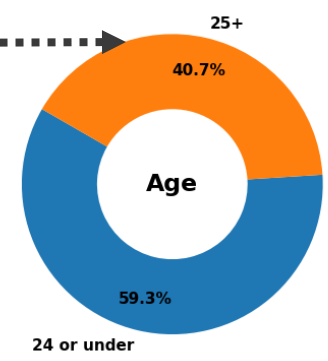
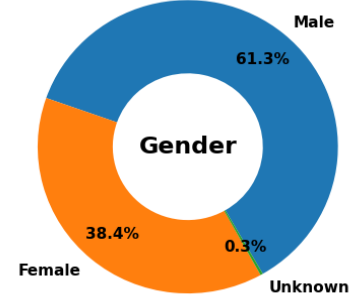


All Other CPL

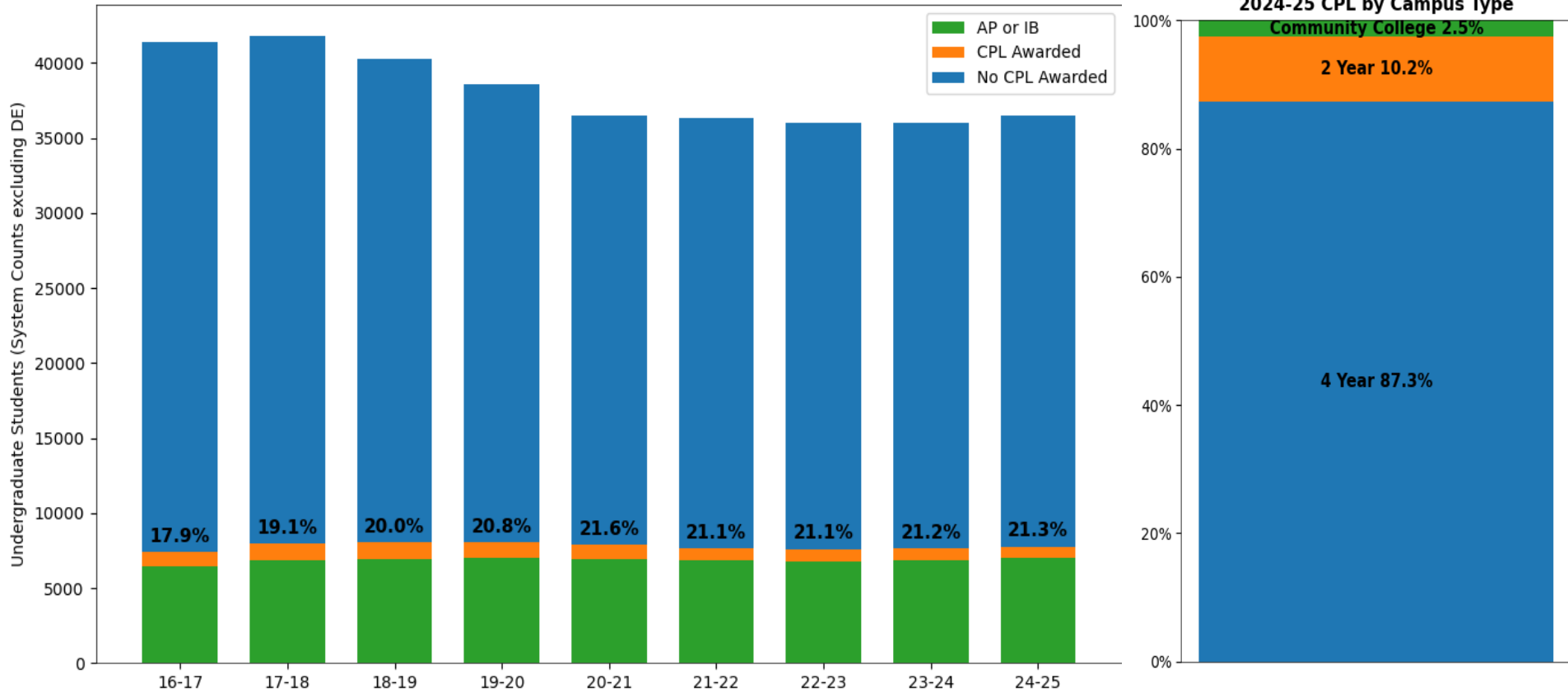


Race (<2%)

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MUS Undergraduates with CPL Credits by Year

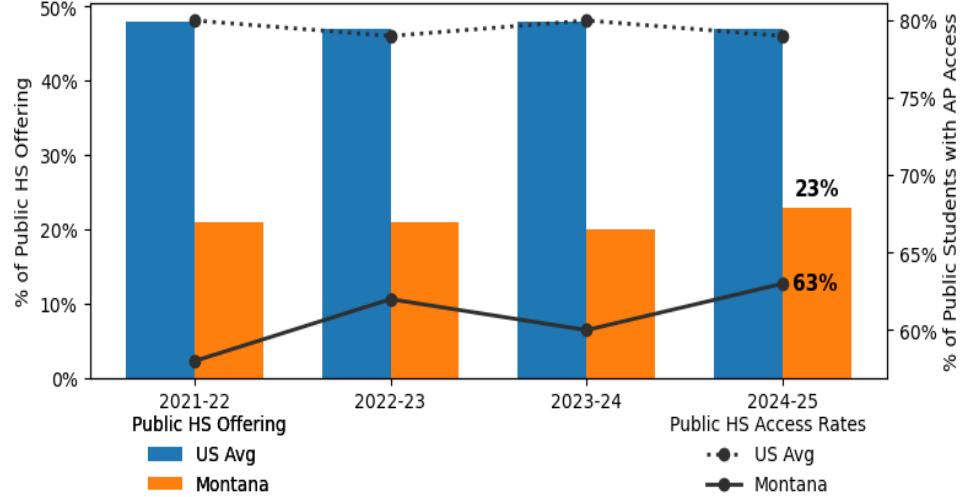


When excluding AP & IB, the 4 Year campus distribution decreases to 71.1% in 2024-25

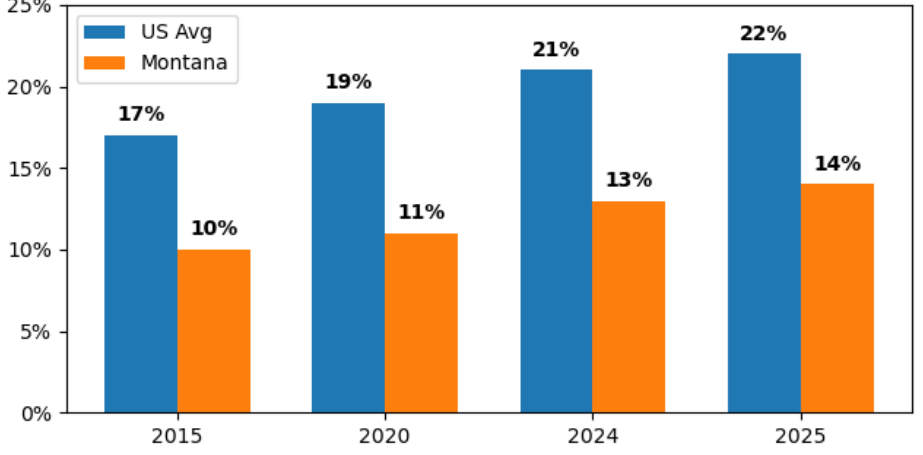
AP & IB in Montana High Schools

AP: 2025 Administrative Report

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

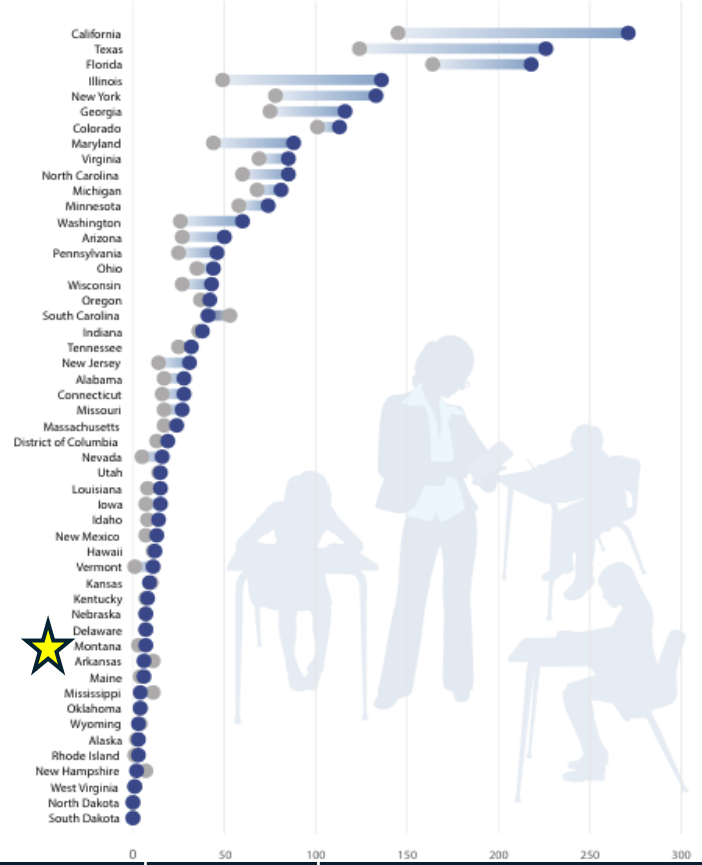


Percentage of Public HS Students Grades 10-12 that took AP Exams (MT vs US Avg)



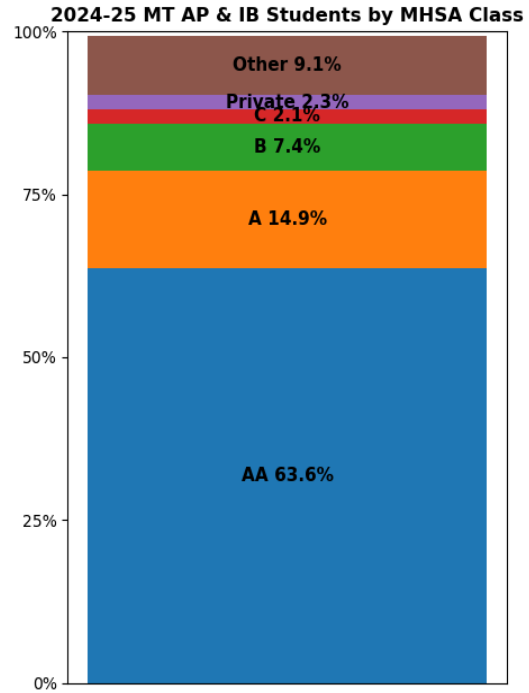
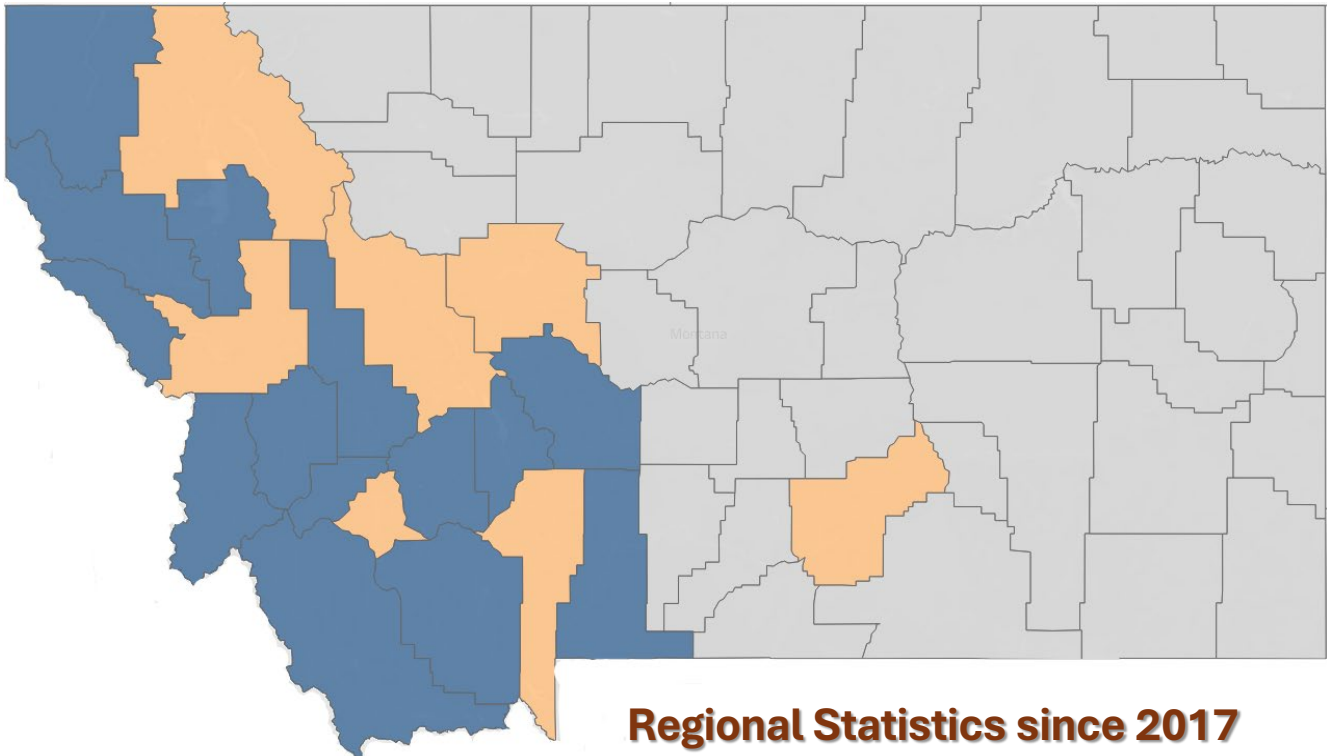
IB

● 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

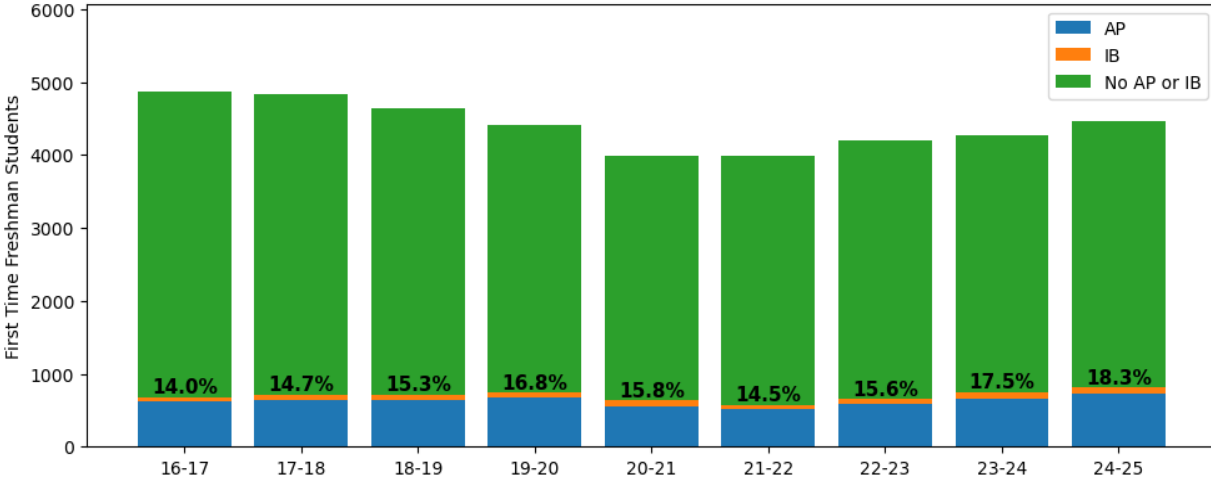


Regional Statistics since 2017

Color	Region	In-State Students w/ AP & IB	% of In-State Students w/ AP & IB that are Pell Recipients
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

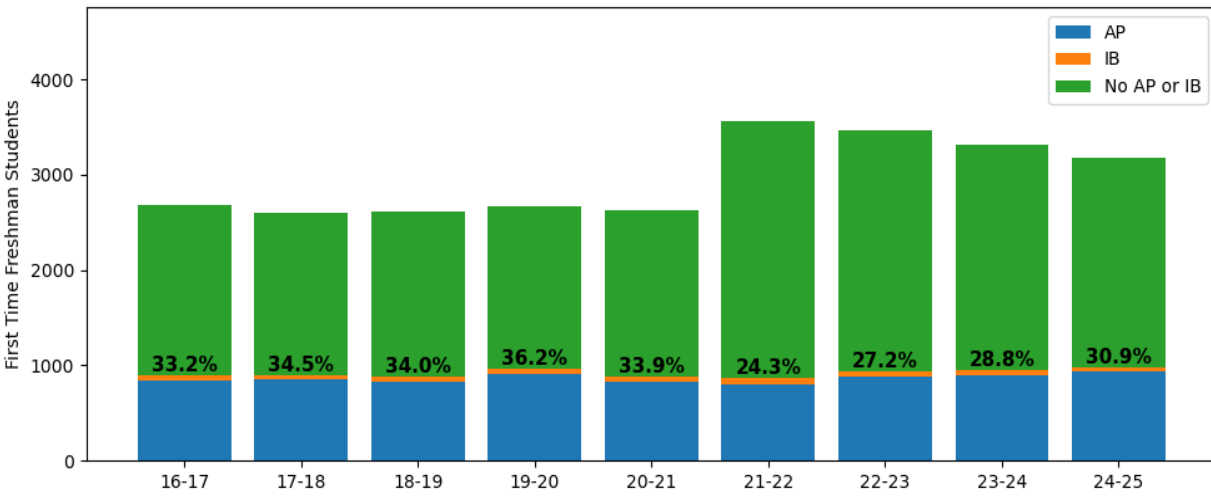
In State



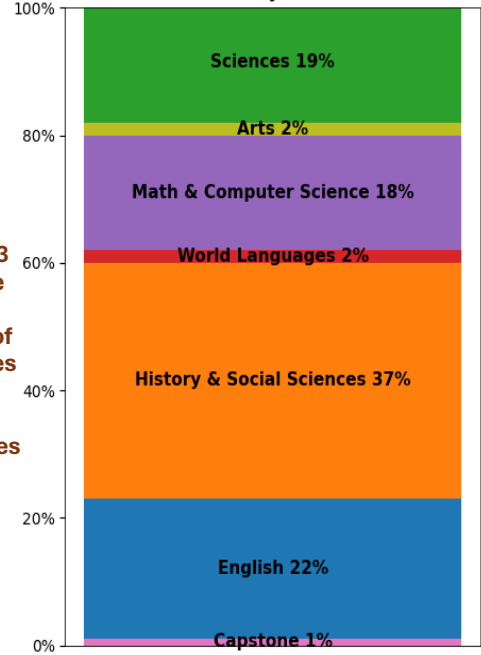
2021-23

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

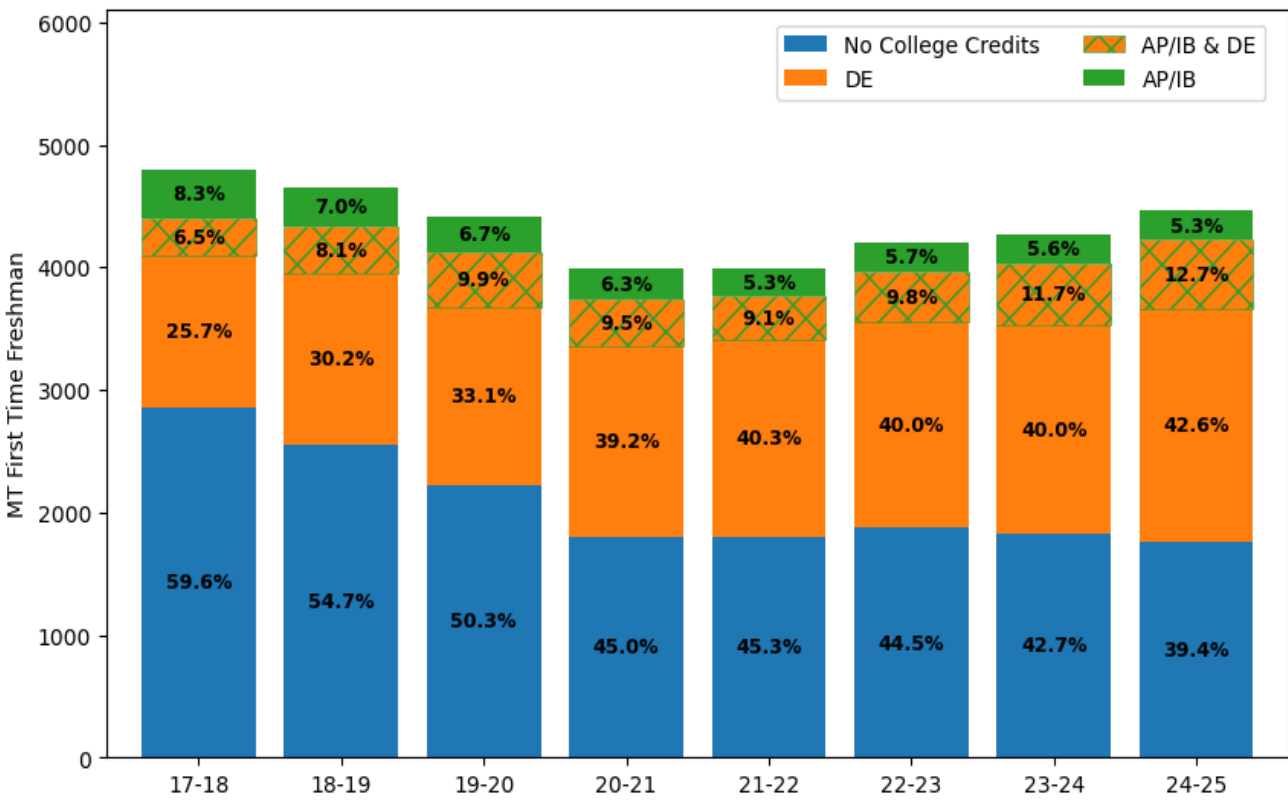


2021-23 AP Subject Distribution



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

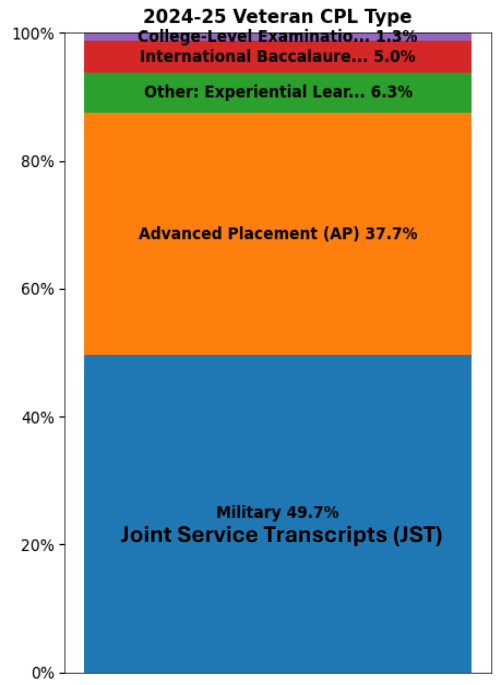
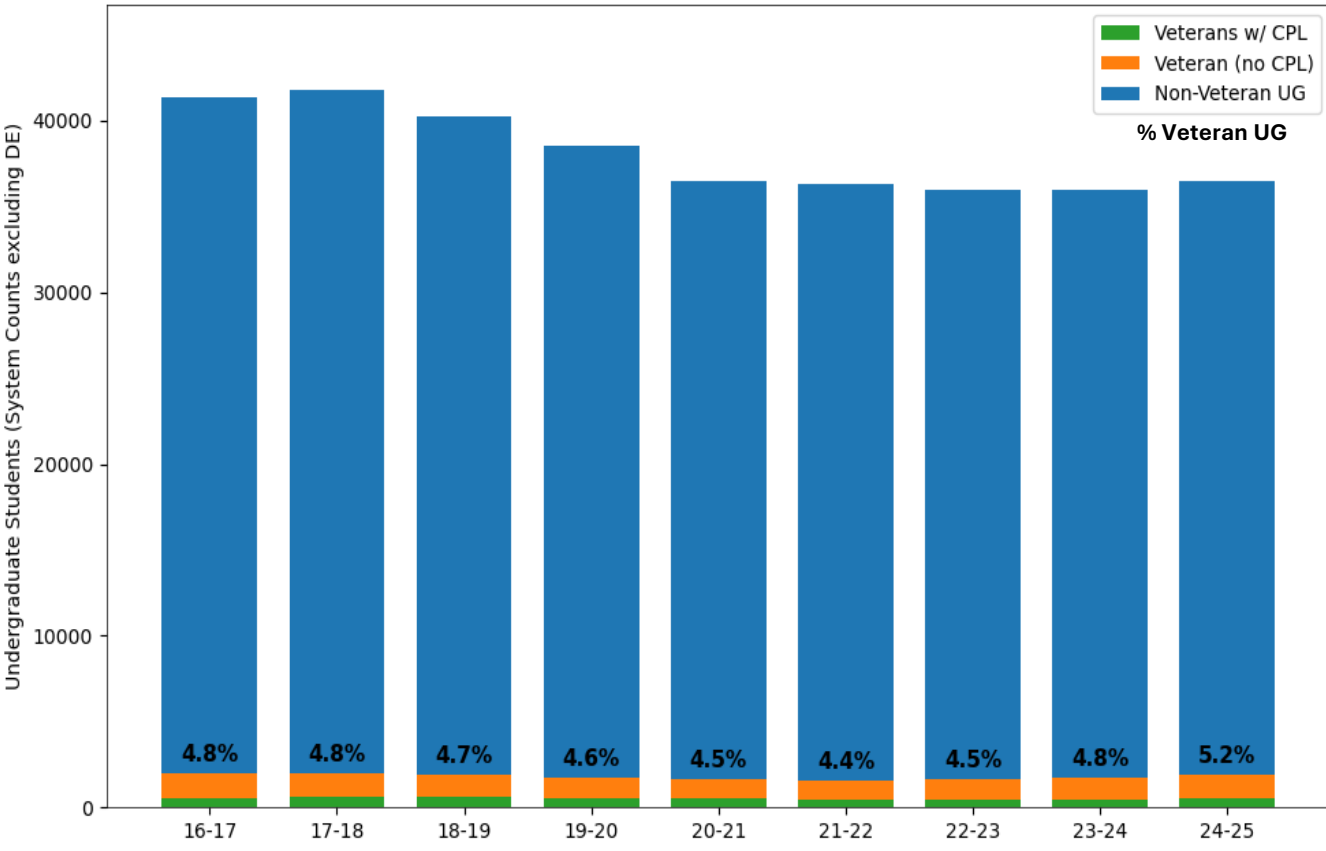
In-State Recent HS Graduates (3 years) in the MUS with College Credits: AP, IB & Dual Enrollment



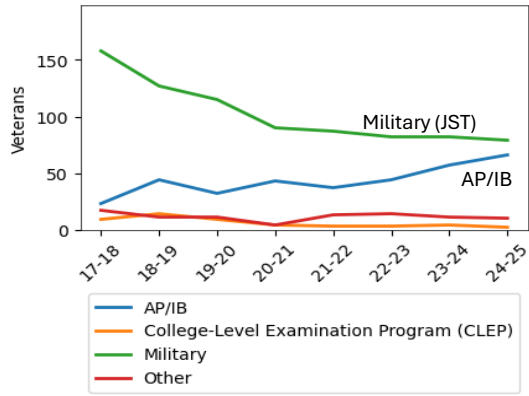
MHSA Class	% w/ College Credit	2024-25 Avg DE Credits
AA	61.1%	4.8
A	57.4%	5.9
B	53.7%	5.1
C	45.8%	6.2
Private	51.0%	4.8
Home School	50.2%	8.6
Other	14.0%	4.1

60.6% of in-state recent HS graduates enrolled in the MUS with college credits in 2024-25

Veteran Students and CPL

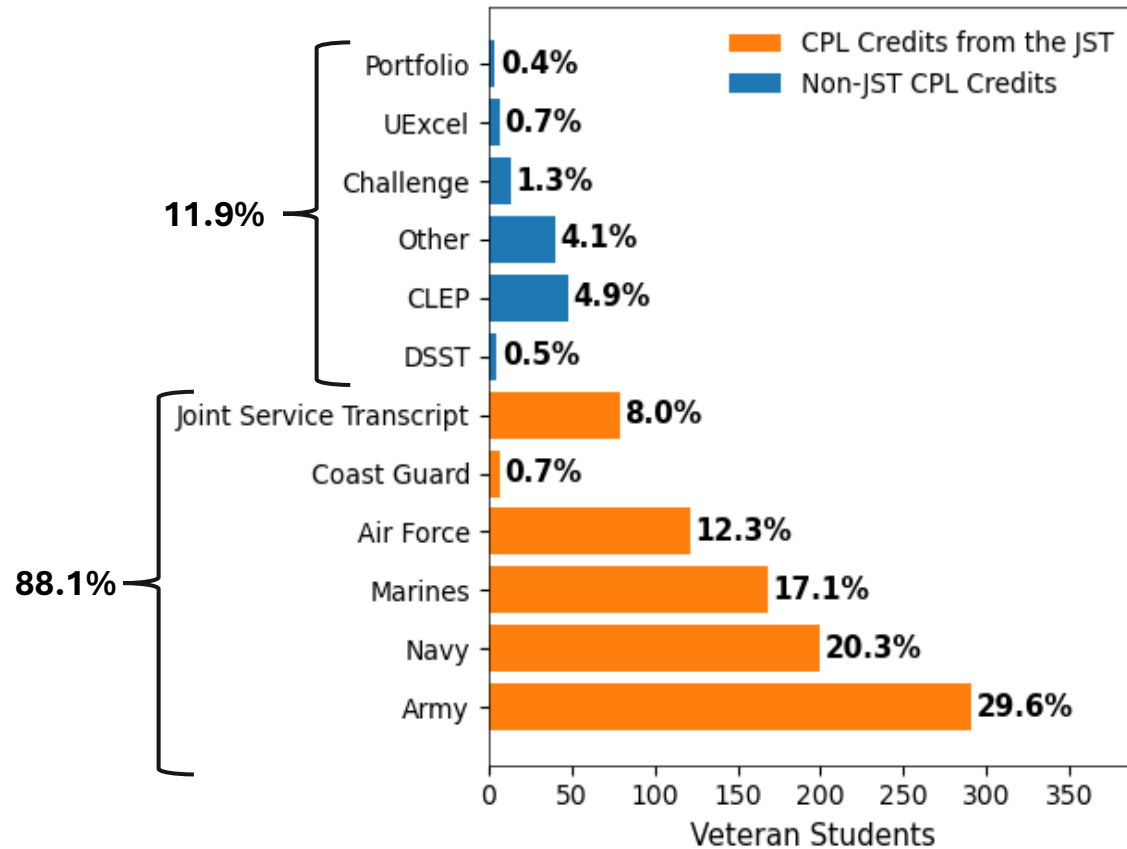


26.1% of veterans enrolled in the MUS received CPL credits since 2017

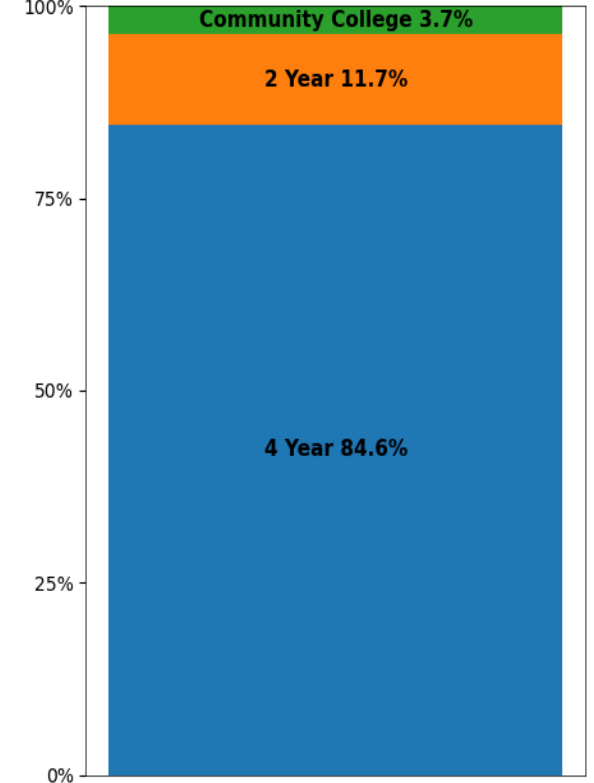


Veteran Joint Service Transcripts (JST) and CPL

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

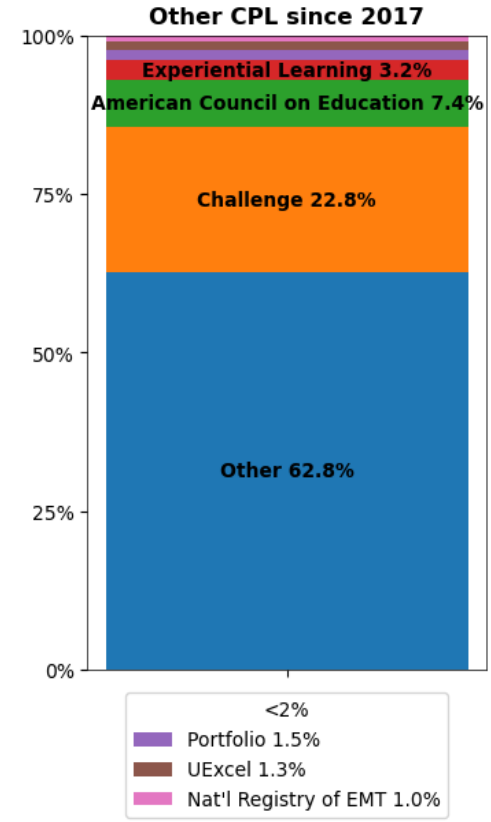
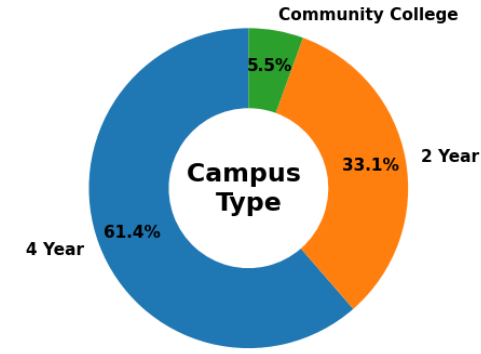
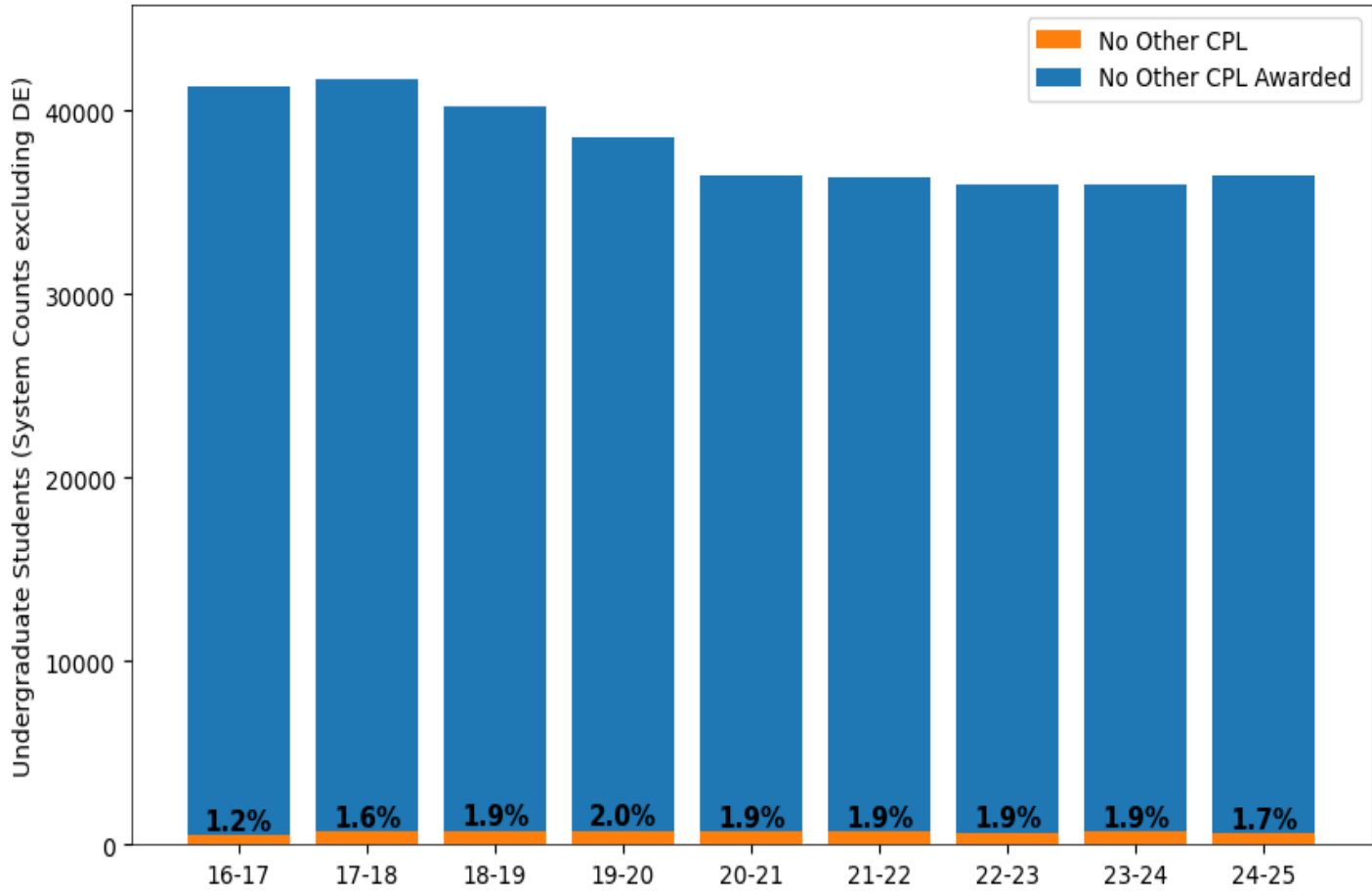


2024-25 Veterans w/ CPL by Campus Type



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

Other Forms of CPL



Other forms of CPL have the highest share of 2-year institutions awarding credit

Highlights and Next Steps

- AP & IB credit alignment
- Montana State University is piloting a process to review JSTs for general education waivers
- University of Montana hiring a CPL Navigator
 - Established 11 CCN equivalencies
 - Veteran students receive general education credits through the CCN equivalency of HSTA 150H: Veteran's Experience from the JST
- CPL System Equivalency Framework

Policy Alignment

BOR Policy 301.19 establishes that:

- CPL must be faculty evaluated
- Credit is awarded on a course-by-course equivalency basis.
- CPL credit must be transferrable within the system

Using the CCN Framework

Pathway A: Faculty Council (FLOC) Initiated Review

- Faculty Councils meet on a five-year cycle

Pathway B: Campus- or OCHE-Initiated Proposal

- MUS CPL Equivalency Proposal form

Equivalency Crosswalks



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 $\alpha = 0.05$?);
- 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%

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

II. Probability – 20%

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

III. Correlation and Regression – 20%

Equivalency Crosswalks

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
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.	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.
	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.
	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.
	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.
	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.
Technical Skills				8.) Cultivate critical thinking skills through

Equivalency Crosswalks

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 CPL Information

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

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