



MINNESOTA STATE

- 26 colleges and 7 universities with 54 campuses
- Offers 3,885 academic programs
- Serves 300,000+ students
- Desired to establish standard practices and tools to assess non-traditional learning (obtained outside of a formal classroom.)





May 2, 2023



Microcosm of today's meeting

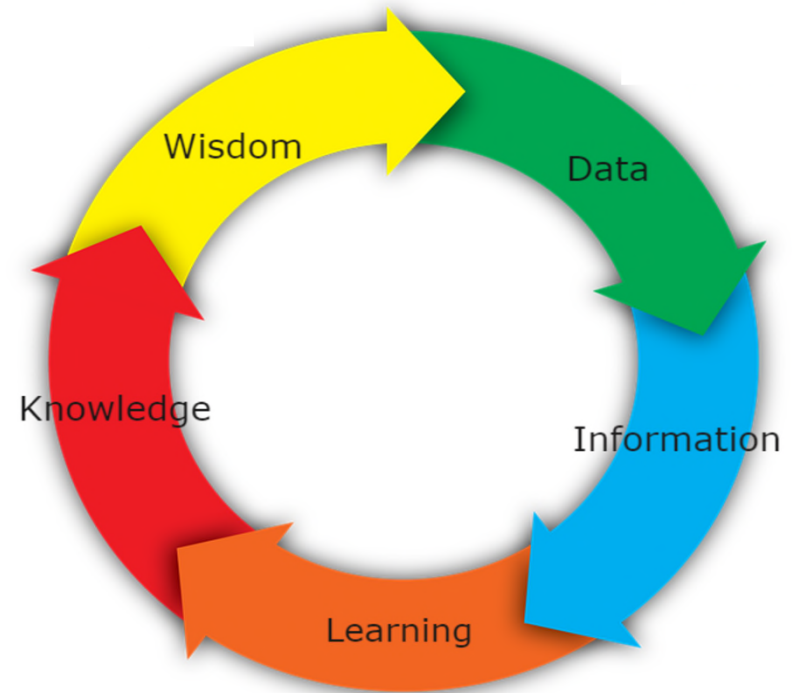
- Need for standards
- Acronyms
- Building collaboration
- Operability
- Learning Outcomes
- Value Proposition

Recognition of Experiential Learning

Increasing interest of Higher Education institutions in recognizing learning that occur outside of a traditional classroom. Why?

- Postsecondary attainment goals
- Workforce development
- Movement to competencies, skills
- Self-interest

Standardized tests are the most prevalent tools used to assess prior learning – may not be applicable for all learning.



Standards, yet no Standards

Recognized standardized test

Not all test scores result in the same amount credit, or any credit at all, being awarded by an institution

Course equivalencies

Your course title = My course title

Your course description = My course description

Ergo, Your course = My course

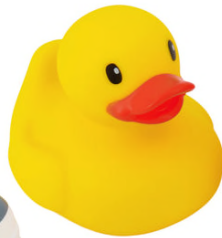
Experiential learning assessment

Even fewer adopted “standards”

Can really be considered the Wild, Wild West

If it looks like a duck, walks like a duck, and...

Prior Learning Assessment
(PLA)



Prior Learning Assessment
and Recognition
(PLAR)



Credit for
Prior Learning
(CPL)



Recognition of
Prior Learning
(RPL)



Desire to Standardize

CollegeCredit **FastTrack**



MONTANA PLA
PRIOR LEARNING ASSESSMENT

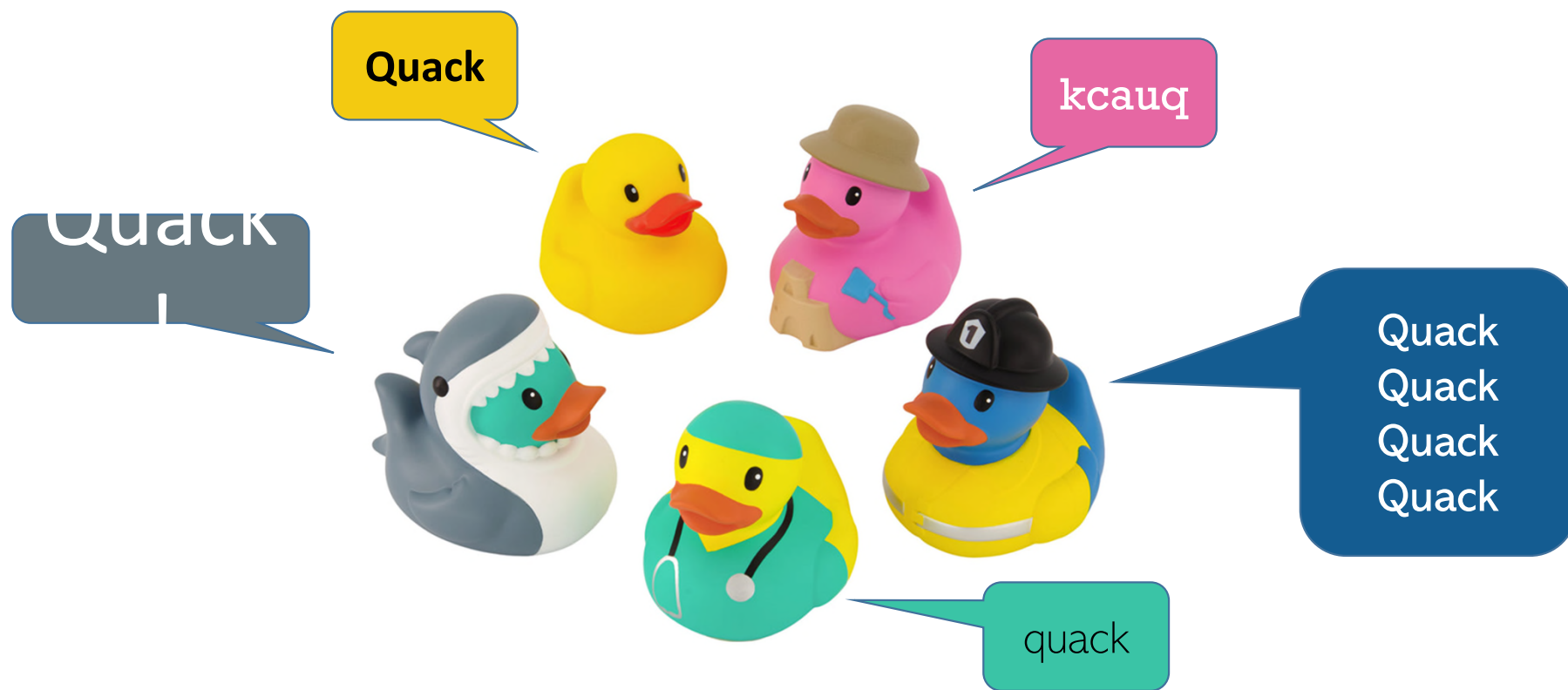
FastPathOhio



MINNESOTA STATE



Step 1 – Start the conversations





1. Provide prospective and current students a **central site**/tool explaining Credit for Prior Learning (CPL), the process and how they might benefit.
2. Provide another **“student success”** tool to the institutions.
3. Provide a **workflow** connecting the student, advisor and assessor involved in the CPL process.
4. Utilizes the system’s **own faculty** to perform assessments.
5. Provide the ability to **upload the artifacts** (text files, scanned images, video, etc.) to support a petition to receive academic credit for prior learning.
6. Provides **reporting and metrics** on the CPL activities across all institutions.
7. Help to **standardize** the practices and processes.



Benefits for the Students

My Credit for Prior Learning (MyCPL) is a Minnesota State platform that helps students earn credit for demonstrating college/university level knowledge. You may have gained knowledge that qualifies for credit, from workplace, military, or community experiences.

Why CPL?



To help make a career change or get a promotion.



To save time - get your prior learning recognized for college credit.



To get credit for what you have learned in the workplace, the military, or the community.



To finish that degree program you had to stop (or couldn't start) due to work and family.



To help make college more affordable by saving you money.



To get credit for passing a standardized exam – such as AP, CLEP, DSST, or IB.

MyCPL Web Platform

Timeline

Spring 2018

The project was conceived to establish an automated web-based workflow platform



Spring 2018-Summer 2020

Web Platform group researched potential solutions



November 2020

Minnesota State ITC recommended moving forward with an RFP



Each semester forward

Additional Campuses implement MyCPL and continuous improvements



April 2021 – February 2022

Vendor Evaluation, Statement of Work created and finalized agreement



Spring 2023

Initial MyCPL set up complete, campus training, and Community of Practice started



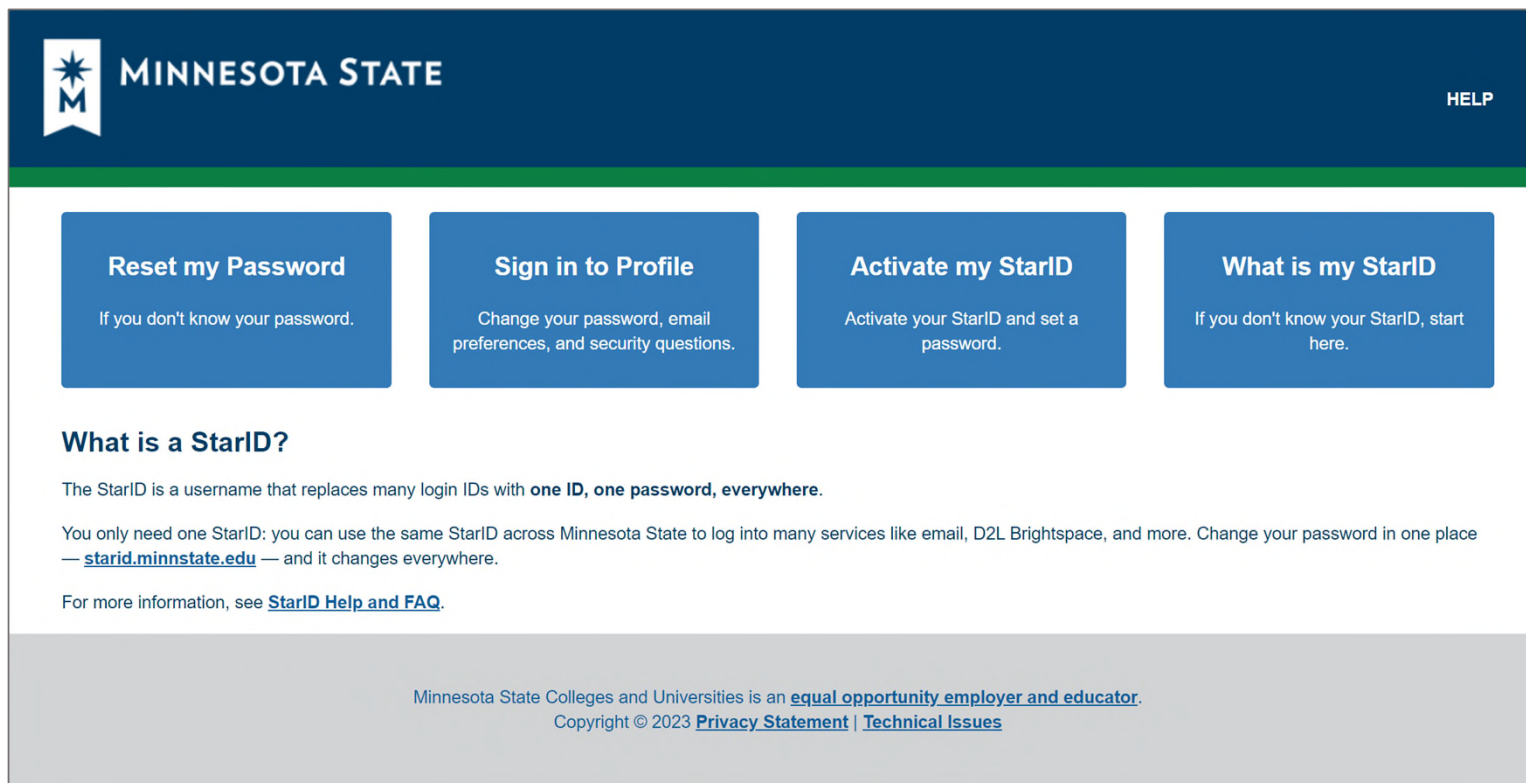
March - October 2022

Implementation work: Teams formed, technical setup began with the vendor, pilot campuses onboarding



Implementing Standards

- Integrate MN State's common ID and Password system



The screenshot shows the Minnesota State StarID user interface. At the top left is the Minnesota State logo (a star over an 'M') and the text 'MINNESOTA STATE'. At the top right is a 'HELP' link. Below the header are four blue buttons with white text:

- Reset my Password**: If you don't know your password.
- Sign in to Profile**: Change your password, email preferences, and security questions.
- Activate my StarID**: Activate your StarID and set a password.
- What is my StarID**: If you don't know your StarID, start here.

Below the buttons is a section titled **What is a StarID?** with the following text:

The StarID is a username that replaces many login IDs with **one ID, one password, everywhere**.

You only need one StarID: you can use the same StarID across Minnesota State to log into many services like email, D2L Brightspace, and more. Change your password in one place — starid.minnstate.edu — and it changes everywhere.

For more information, see [StarID Help and FAQ](#).

At the bottom, there is a footer with the text: Minnesota State Colleges and Universities is an [equal opportunity employer and educator](#). Copyright © 2023 [Privacy Statement](#) | [Technical Issues](#)

Implementing Standards

Petition for Prior Learning

8 Messages Print

Petition Information

Petition Name	Petition 1	Edit
Petition ID	LCCC-21	
Request Date	12/6/2017	
Revised Date		
Status		
Institution Name		
Advisor		
Assessor		
Program of Study	Accounting	

Course Details

ACTG 151: ACCOUNTING I - FINANCIAL Learning Outcomes

Next Step

You can now start building your e-portfolio by clicking on the items listed in the checklist below. Click Submit E-Portfolio once all checklist items are complete for an assessor to review.

E-Portfolio Checklist

- Reason for Petition
- Resume
- Personal Essay
- Supporting Documents

[Submit E-Portfolio](#)

Rubric

The following rubric is used by the assessor to determine the final decision of the petition. Click [View Rubric](#) to see details.

[View Rubric](#)

Consistent requirements for assessment

Implementing Standards

Learning Outcomes

COURSE NUMBER: ACTG 265

COURSE TITLE: COST ACCOUNTING

CREDIT HOURS: 3

PREREQUISITE: ACTG 152

COURSE DESCRIPTION:

Introduction to cost accounting systems and methods. Cost concepts, classifications, and measurement techniques in relation to their importance in income determination, planning and control. Job order and process costing methods. Standard cost accounting procedures and the analysis of variances; cost and profit planning, capital expenditure and planning and other functions and management. This course contains an opportunity for experiential learning with an applied project requirement.

TOPICAL OUTLINE:

1. The relationship of accounting to management planning and control
 1. Management objective and functions, cost concepts and cost accounting information system
2. Cost accumulation and cost systems
 1. Job order costing, process costing, special production issues
3. Planning and control costs
 1. Material costing, controlling and accounting for labor costs, factory overhead and activity based-accounting
4. Budgeting profit, sales, cost and expenses
 1. Profit planning and principles of budgeting
5. Standard costing
 1. Setting standards, variance analysis and recording variance in the accounts
6. Analysis of costs and profits
 1. Direct costing and CVP analysis, planning for capital expenditures and economic evaluation of capital expenditure

COURSE OUTCOMES

1. Develop an understanding of the relationship of accounting to management planning and control.
2. List the basic cost concepts, techniques and terminology.
3. Describe the principles of cost behavior and cost determination.
4. Apply the procedures and applications specific to cost accounting systems, including job order costing and process costing.
5. Analyze costs and profit behavior and apply this to planning and control managerial functions.
6. Explain a standard cost system and analyze the variances.
7. Identify capital expenditure techniques appropriate for capital projects .
8. Select capital project after evaluating expenditure outcomes.
9. Reproduce a cost object to determine and identify total costs and variances.

Scoring Rubric

- A common rubric is used by ALL assessors
- Portfolio is evaluated on six factors:

Rubric Assessment					
Assessment Ratings:	0 Does not meet expectations	1 Partially meets expectations	2 Meets expectations	3 Exceeds expectations	Score
Sources of Learning <small>Experiences address learning outcomes</small> <small>Add Comments</small>	Documentation and description of learning experiences related to course learning outcomes are lacking or substantially inadequate	Documentation and description of learning experiences related to course learning outcomes are not effectively or completely presented	Documentation and description of learning experiences related to course learning outcomes are appropriate and effectively presented	Documentation and description of learning experiences related to course learning outcomes exceed expectations	0
Demonstration of Learning <small>Artifacts</small> <small>Add Comments</small>	The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation	The portfolio's materials and artifacts are not fully supported by or connected to the course's learning outcomes	The portfolio includes appropriate artifacts that support the demonstration of learning outcomes	The presentation of artifacts is complete, with strong support for the course's learning outcomes	0
Evidence of Learning <small>Connections</small> <small>Add Comments</small>	The portfolio shows little or no evidence of learning tied to sound educational theory	The portfolio documents some, but not sufficient learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio adequately documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	0
Mastering Knowledge & Skills <small>Application of Learning</small> <small>Add Comments</small>	The portfolio provides little evidence of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course's learning outcomes in practice is limited	The portfolio documents the acquisition of knowledge and skills for the course's learning outcomes, with some ability to apply them in practice	The portfolio demonstrates the student has mastered the knowledge and skills for the course's learning outcomes and can apply them in practice	0
Reflection on Learning <small>Aligned with course learning outcomes</small> <small>Add Comments</small>	The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought	0
Presentation <small>Completeness and quality of the portfolio</small> <small>Add Comments</small>	Assembly instructions have not been followed with critical portfolio elements and/or the quality of written, visual and/or digital presentation does not meet postsecondary standards	Most of the expected elements are included, the quality of written, visual and/or digital presentation does not meet postsecondary standards with too many errors in spelling, grammar and punctuation	The portfolio is well organized with all critical elements included, the quality of written, visual and/or digital presentation is competent with minor errors in spelling, grammar and punctuation	The portfolio is well organized with all critical elements included, learning is well documented with writing and production skills that exceed those of most college students	0
Overall Assessment	The recommended cut score for a successful (i.e., passing) portfolio is 12, with a score of at least 1 in each of the six assessment of criteria.				0

1. Sources of Learning – relevant learning experiences
2. Demonstration or Learning – supporting artifacts
3. Evidence of Learning – competencies
4. Mastering Knowledge and Skills – application of learning
5. Reflection on Learning – alignment with course outcomes
6. Presentation – completeness and quality of the portfolio


Scoring Rubric


Rubric Assessment						
Assessment Ratings	0 Does not meet expectations	1 Partially meets expectations	2 Meets expectations	3 Exceeds expectations	Score	
Sources of Learning <small>Experiences relevant to learning outcomes</small> Edit Comments	Documentation and description of learning experiences related to course learning outcomes are <i>lacking or substantially inadequate</i>	Documentation and description of learning experiences related to course learning outcomes are <i>not effectively or completely presented</i>	Documentation and description of learning experiences related to course learning outcomes are <i>appropriate and effectively presented</i>	Documentation and description of learning experiences related to course learning outcomes <i>exceed expectations</i>	2	
	Select	Select		Select		
Internal Comments Waiting on the appropriate documentation requested. Request sent on 10/12					Edit Comments	
Demonstration of Learning <small>Artifacts</small> Add Comments	Mastering Knowledge & Skills <small>Application of Learning</small> Add Comments	The portfolio provides <i>little evidence</i> of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is <i>limited</i>	The portfolio documents the <i>acquisition</i> of knowledge and skills for the course learning outcomes, with <i>some ability</i> to apply them in practice	The portfolio demonstrates the student has <i>mastered</i> the knowledge and skills for the course learning outcomes and can <i>apply them in practice</i>	3
		Select	Select	Select		
Evidence of Learning <small>Competencies</small> Add Comments	Reflection on Learning <small>Aligned with course learning outcomes</small> Add Comments	The portfolio provides <i>little or no evidence of reflection</i> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <i>inadequate evidence of reflection</i> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <i>evidence of reflection</i> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio shows that the student has reflected with <i>substantial depth</i> upon how the prior learning experience is aligned to the course learning outcomes for which credit is being sought	2
		Select	Select		Select	
Presentation <small>Completeness and quality of the portfolio presentation</small> Add Comments	Assembly instructions have <i>not been followed</i> with critical portfolio elements <i>not included</i> ; the quality of written, visual and/or digital presentation <i>does not meet postsecondary standards</i>	<i>Most of the expected elements</i> are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with <i>too many errors</i> in spelling, grammar and punctuation	The portfolio is <i>well organized</i> with all critical elements included; the quality of written, visual and/or digital presentation is <i>competent</i> with minor errors in spelling, grammar and punctuation	The portfolio is <i>well organized</i> with all critical elements included; learning is <i>well-documented</i> with writing and production skills that <i>exceed</i> those of most college students	2	
	Select	Select		Select		
Overall Assessment The recommended cut score for a successful (i.e., passing) portfolio is 12, with a score of at least 1 in each of the six assessment criteria.					14	
✓ All decisions have been made.						
Back to Petition Preview						

Passing Score



Interoperability

**MINNESOTA STATE**
MyCPL

[RESOURCES](#) [ADMIN](#) [DASHBOARD](#)  [ERIK SHEPSKI](#)

Manage Courses

Search: Show entries

In Active Petitions Requires Review PLA Eligible No Learning Outcomes Inactive

Prefix	Number	Title	Institution	Learning Outcomes	Requires Review	PLA Eligible
ACCT	1010	Principles of Financial Accounting I	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>
ACCT	1013	Principles of Financial Accounting II	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>
ACCT	1100	Business Law and Ethics	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>
ACCT	1106	Accounting Mathematics	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>
ACCT	1206	Payroll Accounting	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>
ACCT	1306	Spreadsheets	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>
ACCT	1406	Income Tax	DCTC	<input type="button" value="Upload"/>	<input type="button" value="Mark Reviewed"/>	<input type="checkbox"/>



Interoperability

Data store in the MyCPL application

API for uploading data from MyCPL to the MN State student information system



Interoperability

The screenshot shows the Minnesota State MyCPL Admin Dashboard. The top navigation bar includes 'RESOURCES', 'ADMIN', 'DASHBOARD', a notification bell, and the user name 'ERIK SHEPSKI'. The 'ADMIN' menu is expanded, showing options like 'Application', 'Content', 'Manage Courses', 'Manage Institutions', 'System', 'Users, Accounts, and System Access', and 'View Reports'. The 'Users, Accounts, and System Access' sub-menu is also open, listing 'Manage Users', 'Manage API Keys', 'SSO Settings', and 'Unenrolled Students'. The dashboard itself is titled 'Dashboard' and contains six main sections: Application, Content, Courses, Institutions, Reports, and System. Each section has a brief description and a list of links, with a 'Manage' button at the bottom of each.

MINNESOTA STATE
MyCPL

RESOURCES ADMIN DASHBOARD 🔔 ERIK SHEPSKI

Dashboard

- Application**
Manage the features and user processes of the system.
[Application Settings](#)
[Eligibility Wizard Settings](#)
[Manage Alternative Options](#)
[Payment Settings](#)
[PLA Application Configuration](#)
[Rubric Settings](#)
[Student Profile Configuration](#)
[Student State ID Settings](#)
- Content**
Manage content visible throughout the application.
[Editable Content](#)
[Help Library](#)
[Help Topic Management](#)
- Courses**
Configure courses for institutions, including and learning outcomes.
[Manage Courses](#)
- Institutions**
Manage Institutions using the application.
[Manage Institutions](#)
- Reports**
Run reports to get a better understanding of petition, student, and faculty-related information.
[View Reports](#)
- System**
Manage system-level details, run processing tasks, and gather details for support purposes.
[Alarms](#)
[ELMAH Logs](#)
[Hangfire](#)
[Quality Assurance](#)
[System Status](#)


Interoperability

AssessED APIs ^{V1}

[Base URL: priorlearningminnesotastg.azurewebsites.net]
<https://priorlearningminnesotastg.azurewebsites.net/swagger/docs/V1>



Schemes

HTTPS

Authorize 

PlaApplications Provides access to operations related to Applications for Prior Learning Assessment.



- GET** `/api/pla-applications/queries/awarded-credit` Provides access to PLA Applications which have been completed by an assessor, with information about the student and any details about awarded credit. 
- POST** `/api/pla-applications/{plaApplicationIdentifier}/complete-transcription` Updates a single PLA Application which has gone through assessment and is approved, as transcription complete. 

Models



PlaApplicationAwardedCreditSearchModel >

PlaApplicationAwardedCreditModel >

Error >

Interoperability

PliaApplications Provides access to operations related to Applications for Prior Learning Assessment.

GET /api/pla-applications/queries/awarded-credit

Provides access to PLA Applications which have been completed by an assessor, with information about the student and any details about awarded credit.

Parameters

Try it out

Name	Description
startDate <small>string(\$date-time)</small> <small>(query)</small>	When provided, Petitions assessed prior to this date will not be included. <input type="text" value="startDate"/>
endDate <small>string(\$date-time)</small> <small>(query)</small>	When provided, Petitions assessed on or after this date will not be included. <input type="text" value="endDate"/>

Responses

Response content type

Code	Description
200	OK

Example Value | Model

```
[
  {
    "plaApplicationIdentifier": 123,
    "studentIdentifier": "string",
    "studentGivenName": "string",
    "studentFamilyName": "string",
    "studentEmailAddress": "string",
    "studentTargetInstitutionUnitId": "string",
    "petitionInstitutionUnitId": "string",
    "petitionCoursePrefix": "string",
    "petitionCourseNumber": "string",
    "petitionCourseTitle": "string",
    "awardedCourseCredits": 9858.216,
    "awardedGradeCode": "string",
    "courseIdentifier": "string",
    "termIdentifier": "string",
    "assessorGivenName": "string",
    "assessorFamilyName": "string",
    "assessorEmailAddress": "string",
    "assessmentDecisionDate": "2023-05-01T15:58:54.465Z",
    "assessmentDecision": "Approve"
```



Standards – no laughing matter



Without the hard work of establishing standards,
Minnesota State would not be where they are today.



AcademyOne