- 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.)
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)

Credit for Prior Learning (CPL)

Prior Learning Assessment and Recognition (PLAR)

Recognition of Prior Learning (RPL)
Desire to Standardize

College Credit

Fast Track

Quick Path

Fast Path Ohio

Montana PLA

Prior Learning Assessment

Minnesota State

Wyoming

AcademyOne
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.

Implementation work began in March 2022 with teams formed, technical setup began with the vendor, and pilot campuses onboarding. Each semester forward, additional campuses implement MyCPL and continuous improvements.

In April 2021 to February 2022, Vendor Evaluation, Statement of Work created and finalized agreement. In Spring 2023, Initial MyCPL set up complete, campus training, and Community of Practice started.
Implementing Standards

- Establish a common workflow and process
- Establish common terminology
- Establish defined roles and responsibilities
Implementing Standards

• Integrate MN State’s common ID and Password system
Implementing Standards

### Petition for Prior Learning

**Petition Information**

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petition Name</td>
<td>Petition 1</td>
</tr>
<tr>
<td>Petition ID</td>
<td>LCCC 21</td>
</tr>
<tr>
<td>Request Date</td>
<td>12/6/2017</td>
</tr>
<tr>
<td>Revised Date</td>
<td></td>
</tr>
<tr>
<td>Status</td>
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</tr>
<tr>
<td>Institution Name</td>
<td></td>
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<tr>
<td>Advisor</td>
<td></td>
</tr>
<tr>
<td>Assessor</td>
<td></td>
</tr>
<tr>
<td>Program of Study</td>
<td>Accounting</td>
</tr>
<tr>
<td>Course Details</td>
<td>ACTG 151: ACCOUNTING I - FINANCIAL</td>
</tr>
</tbody>
</table>

**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**
Implementing Standards

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.

Learning Outcomes
Scoring Rubric

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

<table>
<thead>
<tr>
<th>Rubric Assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of Learning</td>
<td>0 - Not met expectations</td>
</tr>
<tr>
<td>Demonstration of Learning</td>
<td>0 - Not met expectations</td>
</tr>
<tr>
<td>Evidence of Learning</td>
<td>0 - Not met expectations</td>
</tr>
<tr>
<td>Mastering Knowledge and Skills</td>
<td>0 - Not met expectations</td>
</tr>
<tr>
<td>Reflection on Learning</td>
<td>0 - Not met expectations</td>
</tr>
<tr>
<td>Presentation</td>
<td>0 - Not met expectations</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Sources of Learning</td>
<td>Does not meet expectations</td>
<td>Partially meets expectations</td>
<td>Meets expectations</td>
<td>Exceeds expectations</td>
<td>Score</td>
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<tr>
<td>Documentation and description of learning experiences related to</td>
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<tr>
<td>course learning outcomes are not sufficiently adequate</td>
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<td>Internal Comments</td>
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<tr>
<td>Meeting Knowledge &amp; Skills</td>
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<td>Evidence of Learning</td>
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<td>Documentation and description of learning experiences related to</td>
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<td>course learning outcomes are not effectively or completely presented</td>
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<tr>
<td>Reflection on Learning</td>
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<tr>
<td>The portfolio provides evidence that the student has learned the</td>
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<tr>
<td>knowledge and skills for the course learning outcomes in practice</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Assembly instructions not followed, or critical portfolio elements not included</td>
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<tr>
<td>Overall Assessment</td>
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<tr>
<td>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.</td>
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<tr>
<td>All decisions have been made.</td>
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**Passing Score**
Interoperability

Manage Courses

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Institution</th>
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<th>PLA Eligible</th>
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<tbody>
<tr>
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<td>Income Tax</td>
<td>DCTC</td>
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</table>
Interoperability

Data store in the MyCPL application

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

AssessED APIs

[ Base URL: priorlearningmnnsotaas.azurewebsites.net ]
https://priorlearningmnnsotaas.azurewebsites.net/swagger/docs/v1

Schemes
HTTPS

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

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.

Parameters

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>startDate</td>
<td>When provided, Petitions assessed prior to this date will not be included.</td>
</tr>
<tr>
<td>endDate</td>
<td>When provided, Petitions assessed on or after this date will not be included.</td>
</tr>
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</table>

Responses

<table>
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<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>200</td>
<td>OK</td>
</tr>
</tbody>
</table>

Example Value

```
{
    "applicationIdentifier": "123",
    "studentIdentifier": "string",
    "studentFamilyName": "string",
    "studentGivenName": "string",
    "studentEmail": "string",
    "studentAge": "int",
    "studentGender": "string",
    "studentEthnicity": "string",
    "studentQualification": "string",
    "studentQualificationLevel": "string",
    "studentQualificationType": "string",
    "studentQualificationStartDate": "2001-01-01",
    "awardedCredit": "string",
    "assessmentName": "string",
    "assessmentIdentifier": "string",
    "assessmentEmail": "string",
    "assessmentLocation": "string",
    "assessmentTime": "string",
    "assessmentNotes": "string",
    "assessmentResult": "string"
}
```
Without the hard work of establishing standards, Minnesota State would not be where they are today.