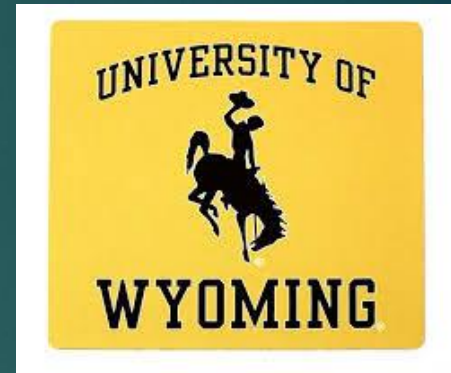


Student Veterans PLA 2.0 Re-Engineering PLA

TK Stoudt – University of Wyoming
Adjunct Professor and
Student Veteran & Service Member (SVSM) Advocate



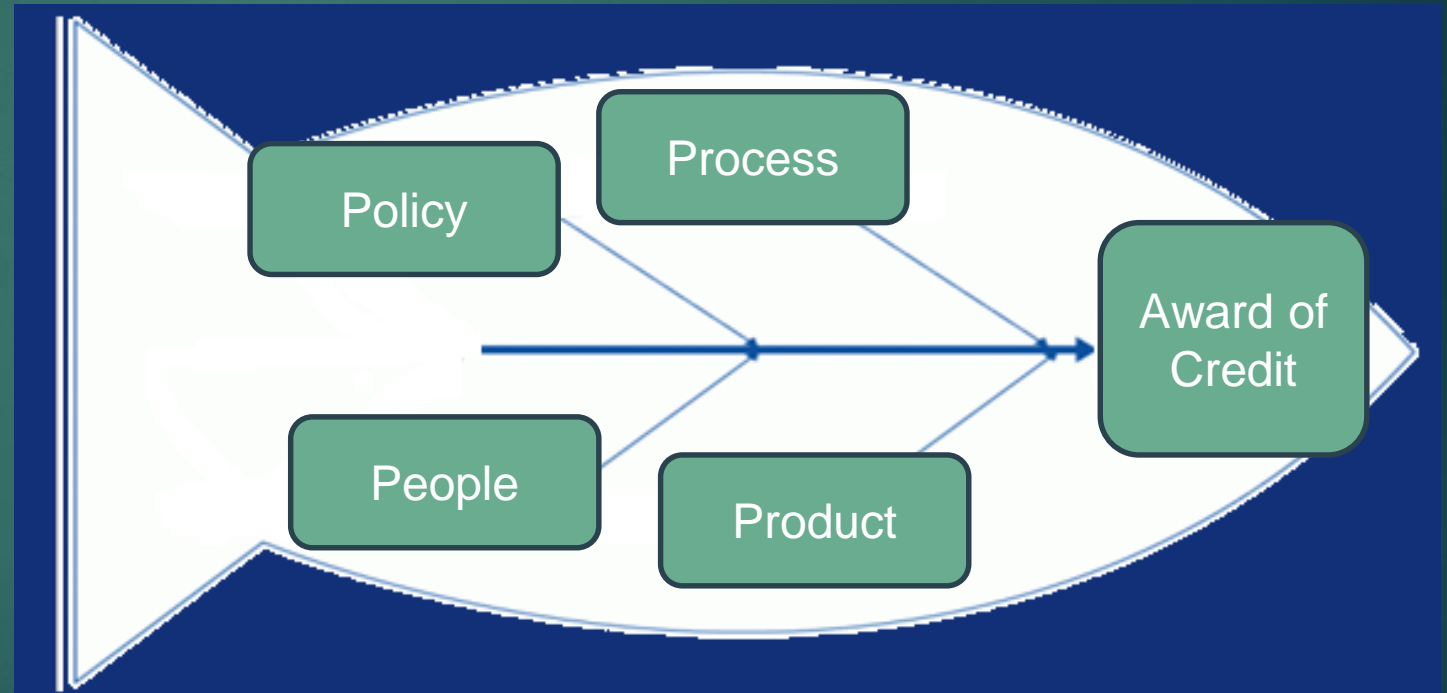
Assumption...

- PLA is an interdisciplinary complement to a wide array of degree or certificate programs.
- ▶ acknowledges and honors college-level knowledge
 - ▶ typically accrued outside the confines of institutions of higher-learning
 - ▶ can lead to deeper learning outcomes when adult learners return to the formal academic setting



Ishikawa Model for PLA

- ▶ Big Fish
 - ▶ Policy
 - ▶ Process
 - ▶ People
 - ▶ Product



Strategic – Policies (and Politics)

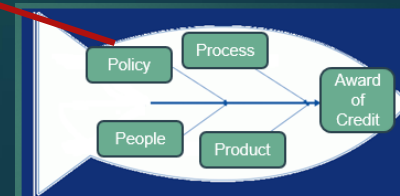
Internal Issues

- ▶ Your department, college, or campus
- ▶ Community perspective

External Issues

- ▶ Higher Ed perspective
- ▶ Government policies

Policies and Politics

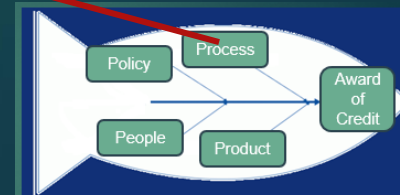


Operational: Process (and Procedures)

Awarding/Recognizing Workplace Learning Credit

- ▶ Evaluation of prior-learning
- ▶ Transfer credit
- ▶ Portfolio submission
- ▶ Processing (work) flow

Process and Procedures



Tactical: Products (Documentations)

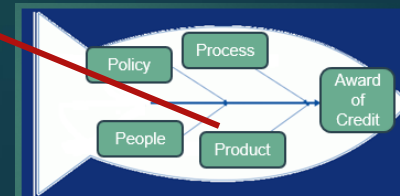
Internal Documents (to validate your processes)

- ▶ Handbook
- ▶ Portfolios
- ▶ Key “signatures”

External to your Institution

- ▶ Accreditation
- ▶ Workforce Readiness

Products and
Documentation
(Due Outs)



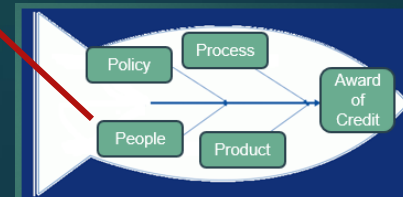
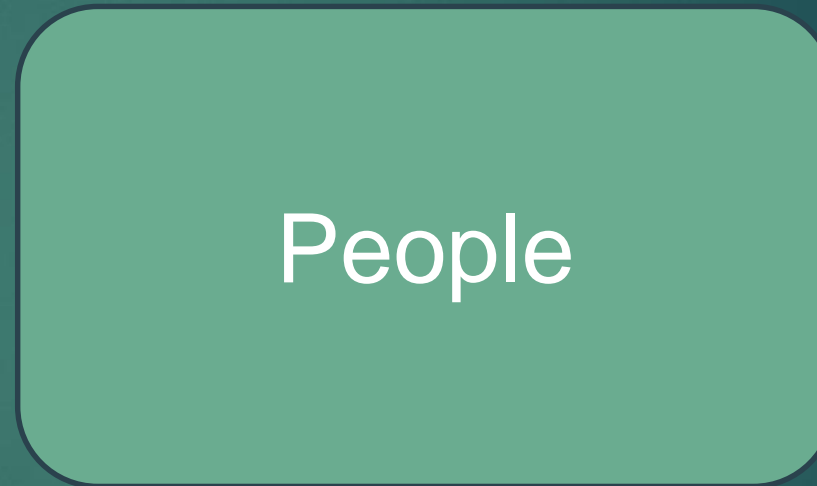
Relationships: People!

Campus

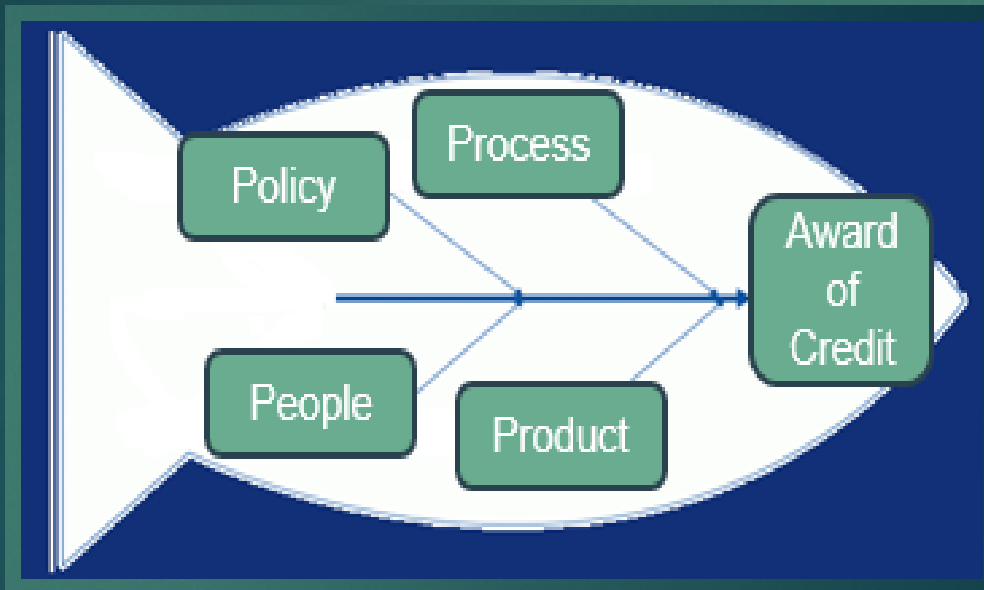
- ▶ Faculty and staff
- ▶ Other organizations
- ▶ Key Stakeholders

Students

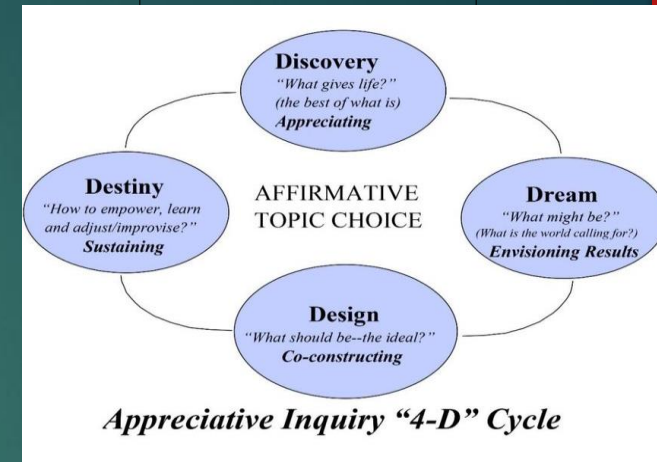
- ▶ Potential candidates
- ▶ Currently enrolled
- ▶ Business customers



Take one of the 4 Ps, brainstorm and map the “bones” as it relates to your situation;



Don't solve the problem –
this is brainstorming!



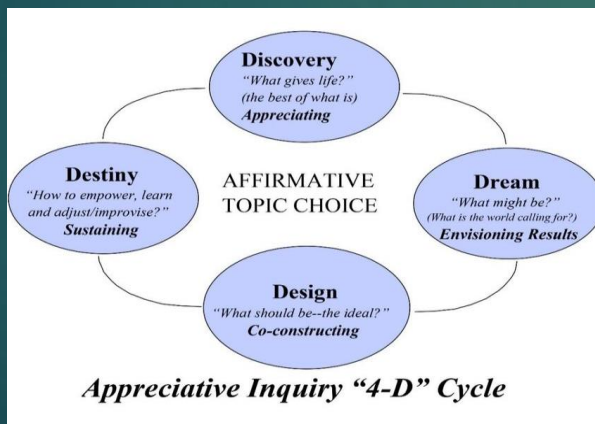
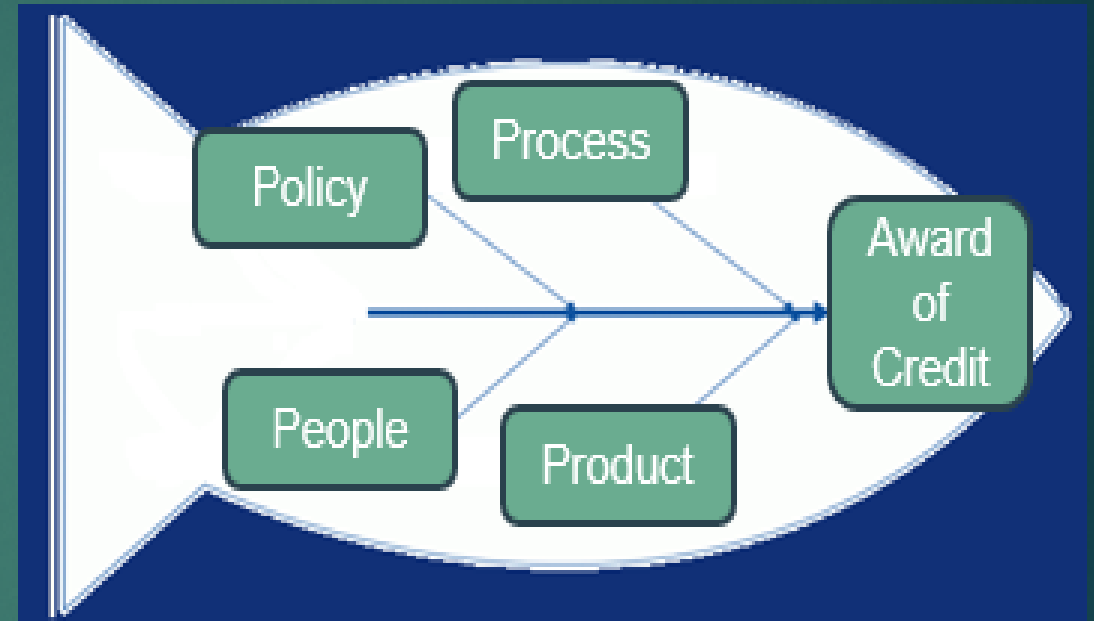
The Change Handbook, Holman, et al, 2006

Ask yourself...

- ▶ What are my challenges in this area...
- ▶ What am I facing....
- ▶ Who is involved...
- ▶ Who can help me....

Group with two/three others – share and discuss your “P” deep dive

- ▶ May be different “Ps”, this is okay
- ▶ Focus on the challenges of one specific “P” – be prepared to discuss in the open forum
- ▶ Select a spokesperson

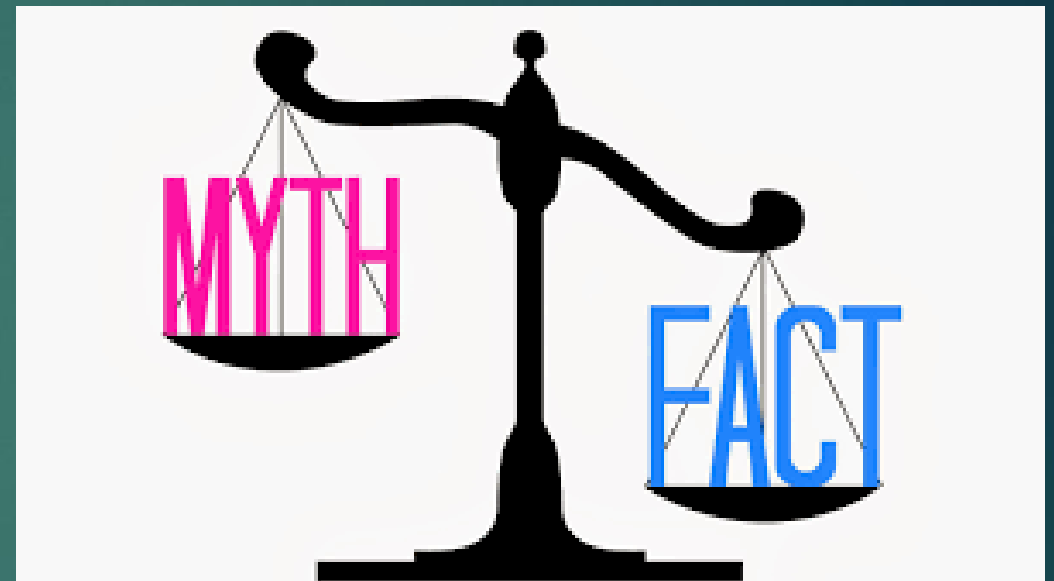


Share your Dream!

The Change Handbook, Holman, et al, 2006

Dispelling PLA Myths

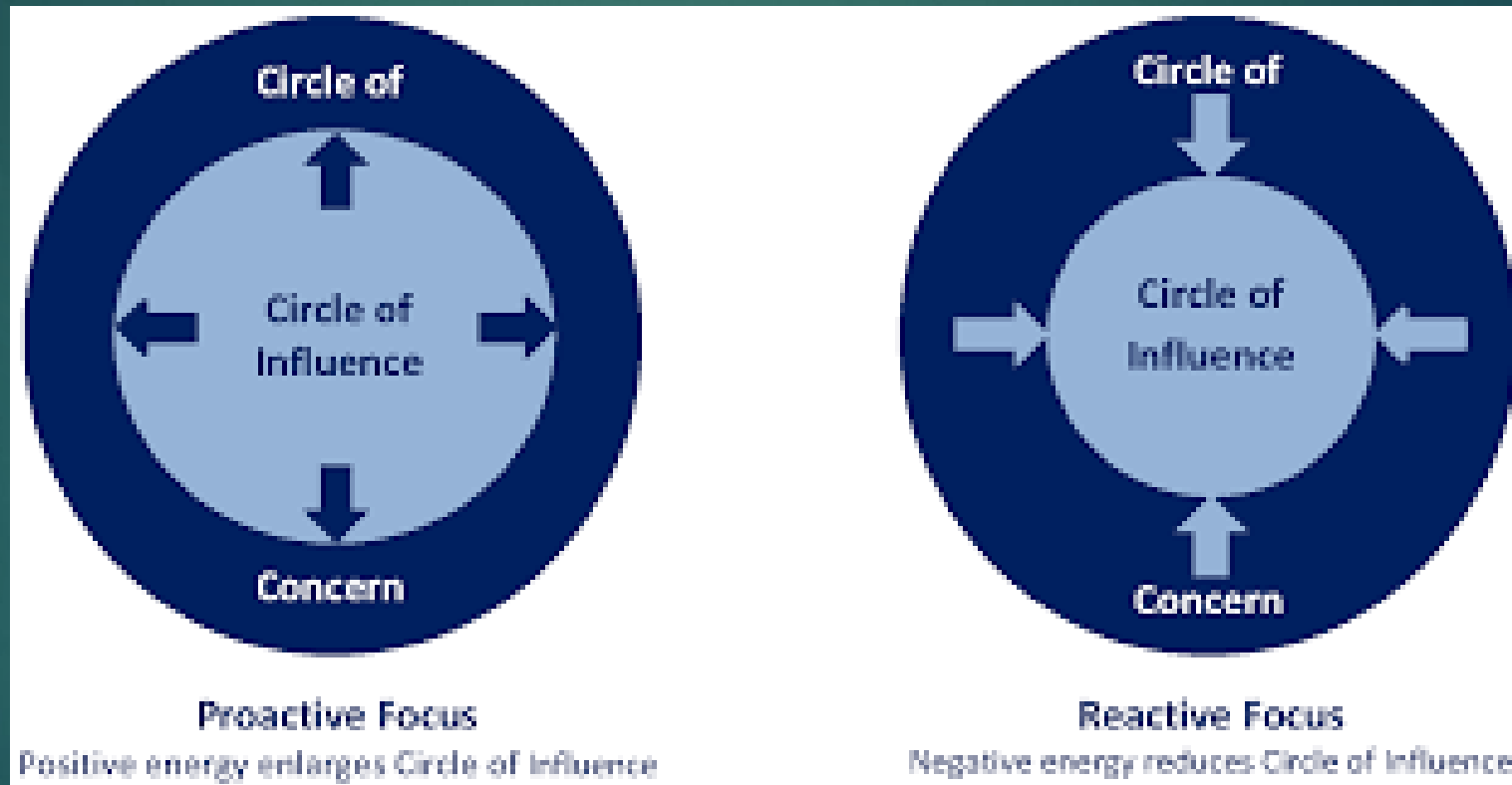
- ▶ Faculty: PLA doesn't reduce faculty positions
- ▶ Registrar: Students who earn PLA are likely to take more credit hours—9.9 hrs
- ▶ Administration:
 - ▶ Builds Brand loyalty to the University/College
 - ▶ Pivots towards the adult learner of the future



Elevator Message

- ▶ Policy
- ▶ Process
- ▶ People
- ▶ Product
- ▶ Dispelling PLA Myths
- ▶ Analyze Your Audience
- ▶ Bring it!
- ▶ Serving Student Veterans Through Civic & Community Partnerships
- ▶ Opportunity Knox: Connecting Veterans to Jobs
- ▶ Legislative Updates

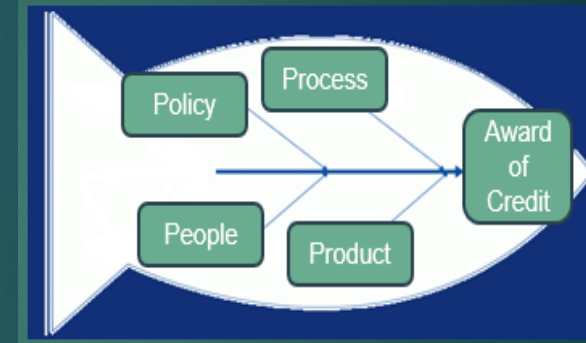
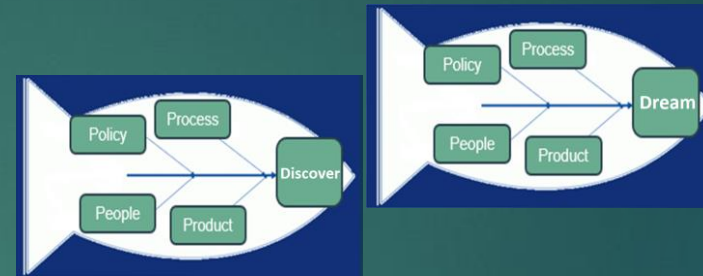
Think about your influence



How does this impact/shape your elevator message?

Key Take-aways

- ▶ **Discovery:** Did you find something unexpected
- ▶ **Dream:** How did this change your vision?
- ▶ **Design:** What can you implement now?
- ▶ **Destiny:** How are you going to change the future?



Questions and/or Discussion

References