

Communicating Effectively From the Outset

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This Is About You

Big Sandy
Community &
Technical College

Colorado
Mountain College

Kilgore
College

Linn-Benton
Community
College

Marion Technical
College

Missoula College

Northeast
Community
College

Patrick & Henry
Community
College

Reedley College

San Juan College

Southwestern
Oregon
Community
College

Temple College

University of
Arkansas
Community
College at
Batesville

Washington State
Community
College

West Virginia
Northern
Community
College

White Mountains
Community
College

This Is About You

Prestonsburg,
KY

Glenwood
Springs, CO

Kilgore,
TX

Albany,
OR

Marion,
OH

Missoula,
MT

Norfolk,
NE

Martinsville,
VA

Reedley,
CA

Farmington,
NM

Coos Bay,
OR

Temple,
TX

Batesville,
AR

Marietta,
OH

Wheeling,
WV

Berlin,
NH

Poll

How confident are you about the communications part of your guided pathways work?

1. Communications is not my job
2. Somewhat confident
3. Very confident

The Takeaway

**Effective communications
is a tool that I can use to
advance my goals**

Why Now?

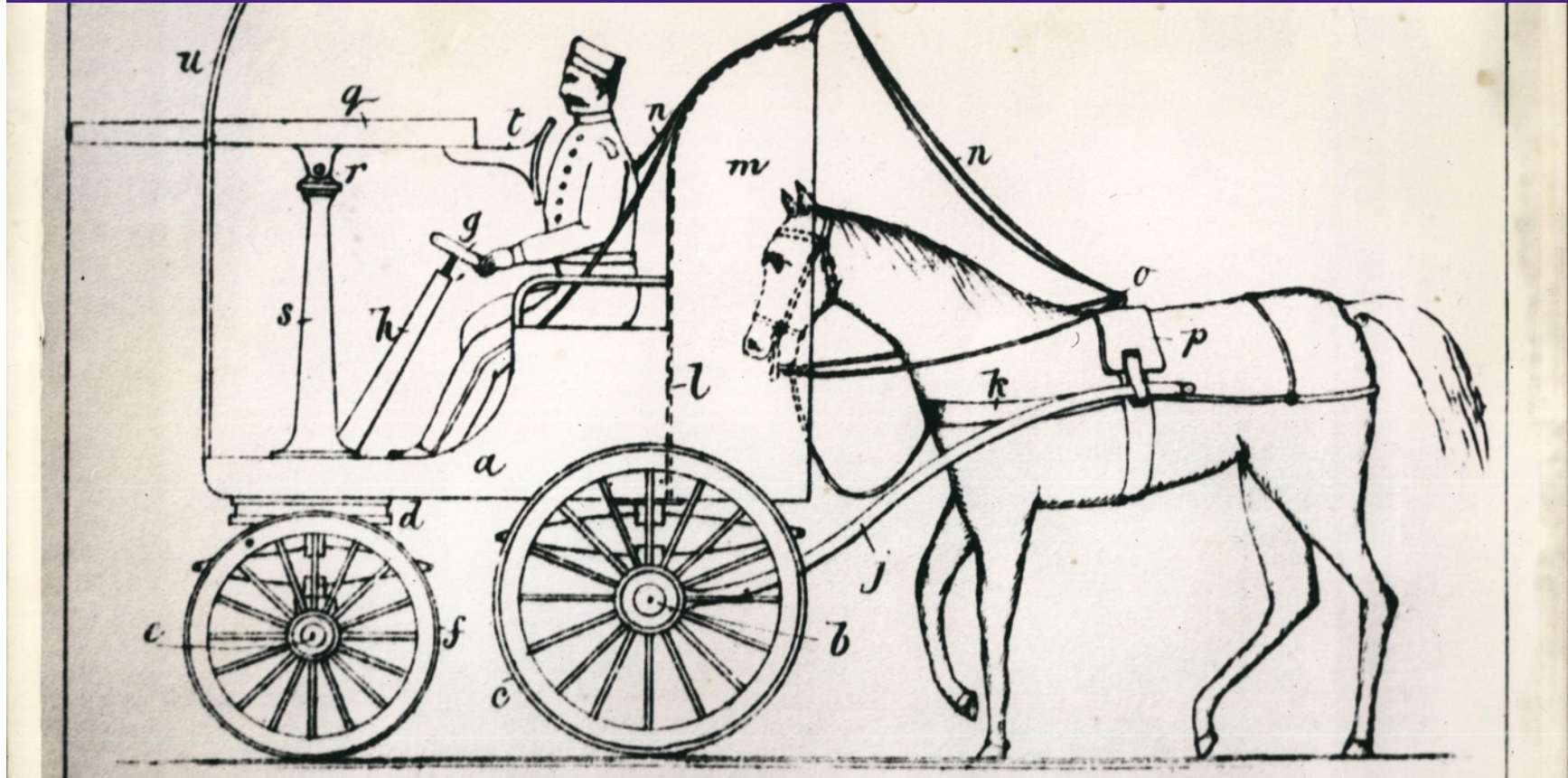
Why Focus on Communications Now?

“

I have never met a college president leading guided pathways reform who did not, significantly into the process, look up and say, ‘We haven’t done nearly a good enough job engaging people broadly in this effort.’”

— Kay McClenney
Senior Advisor to the President & CEO
American Association of Community Colleges

What We Won't Do



What We Will Do

Be intentional

Begin to define audiences

Begin to craft messages

Develop a model for future work

What We Will Do

**Focus on internal
communications**

The Secret Sauce

Be authentic

The Secret Sauce: Be Authentic

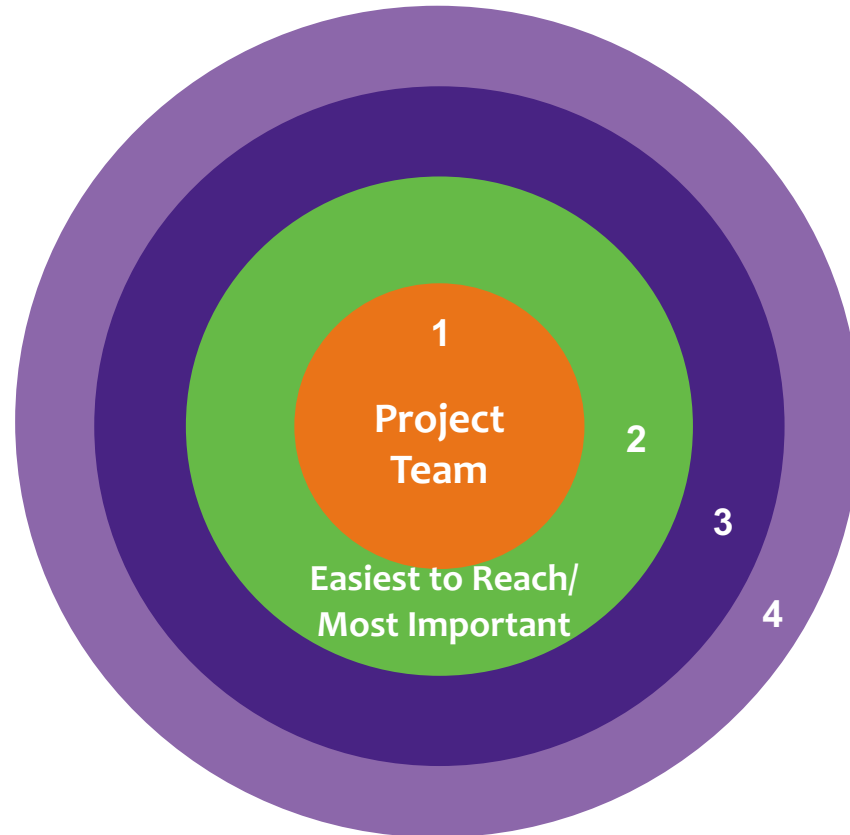
Trust must be earned every day

Listen

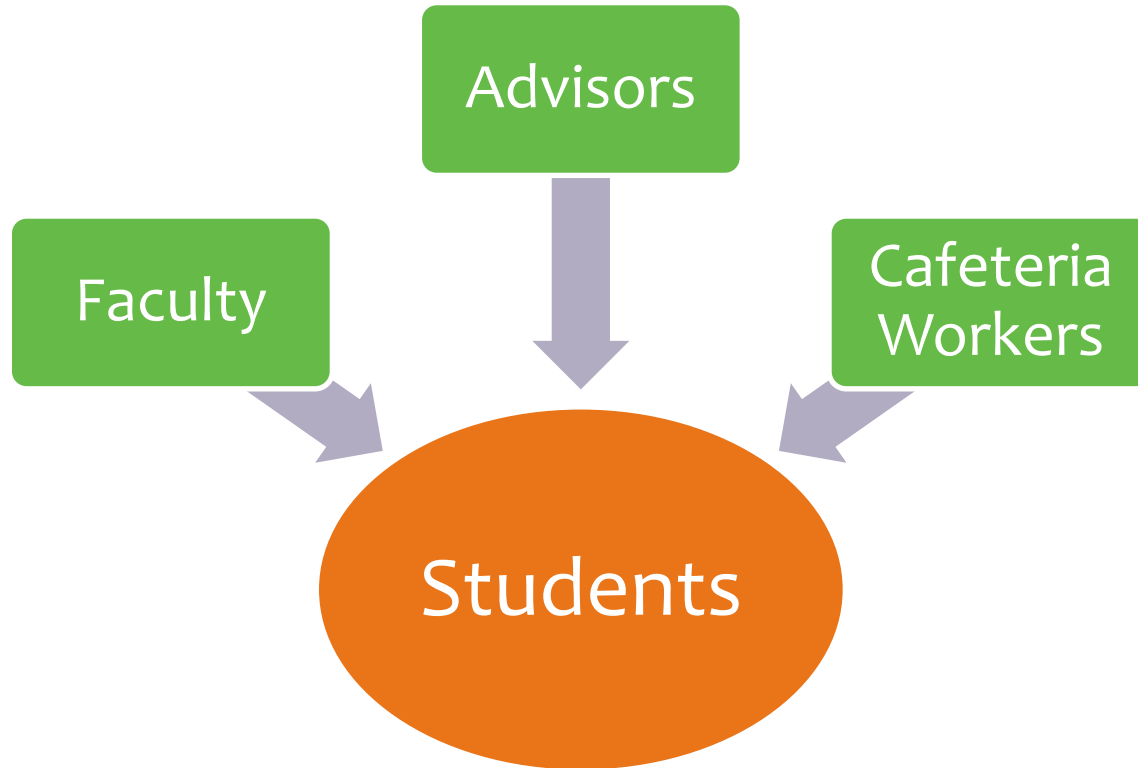
Be thoroughly honest

Be yourself

Defining Audiences

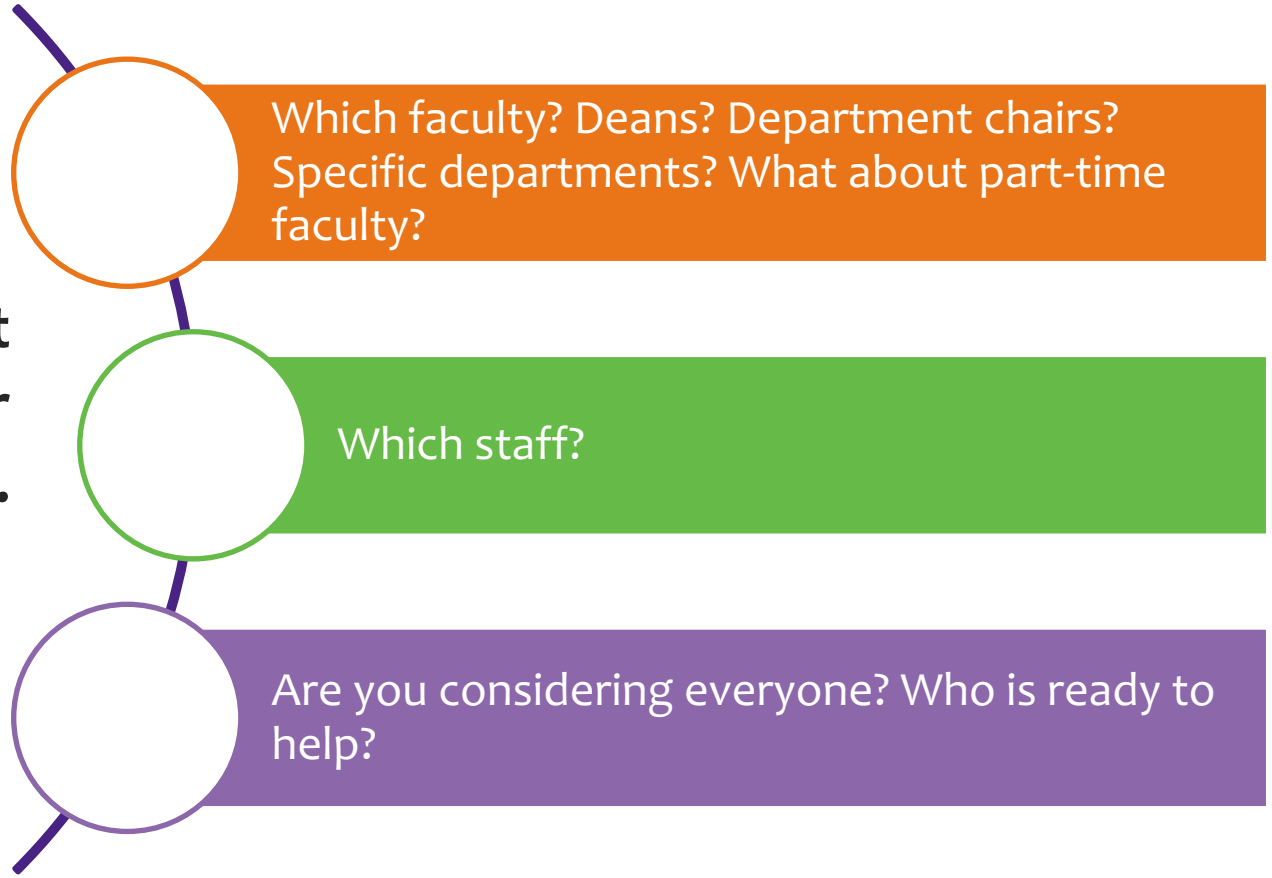


Defining Audiences



Defining Audiences

**Be specific about
who your
audiences are.**



Defining Audiences

What you
want your audience
to do

Defining Audiences

What your audience
needs or
wants to happen

Defining Audiences

What you
want your audience
to do

What your audience
needs or
wants to happen

Defining Audiences

Exercise 1

Exercise 1: Step 1

Priorities for our college's guided pathways work

1	
2	

Exercise 1: Step 1

Examples of guided pathways priorities

Creating a college-going
mindset

Supports for students

Programmatic changes

Internal work to strengthen
and expand community
partnerships

Exercise 1: Step 1

Priority for your college's guided pathways work:

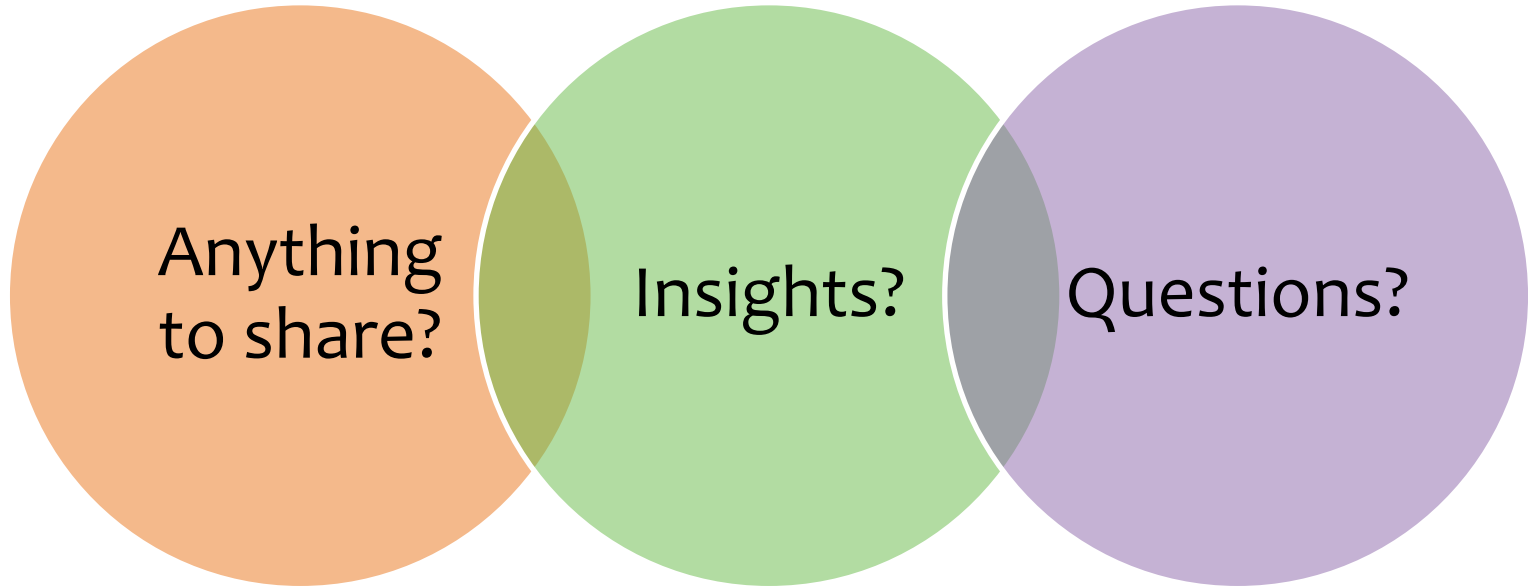
Audience	What you want this audience to do	What this audience needs or wants to happen

Exercise 1: Step 2

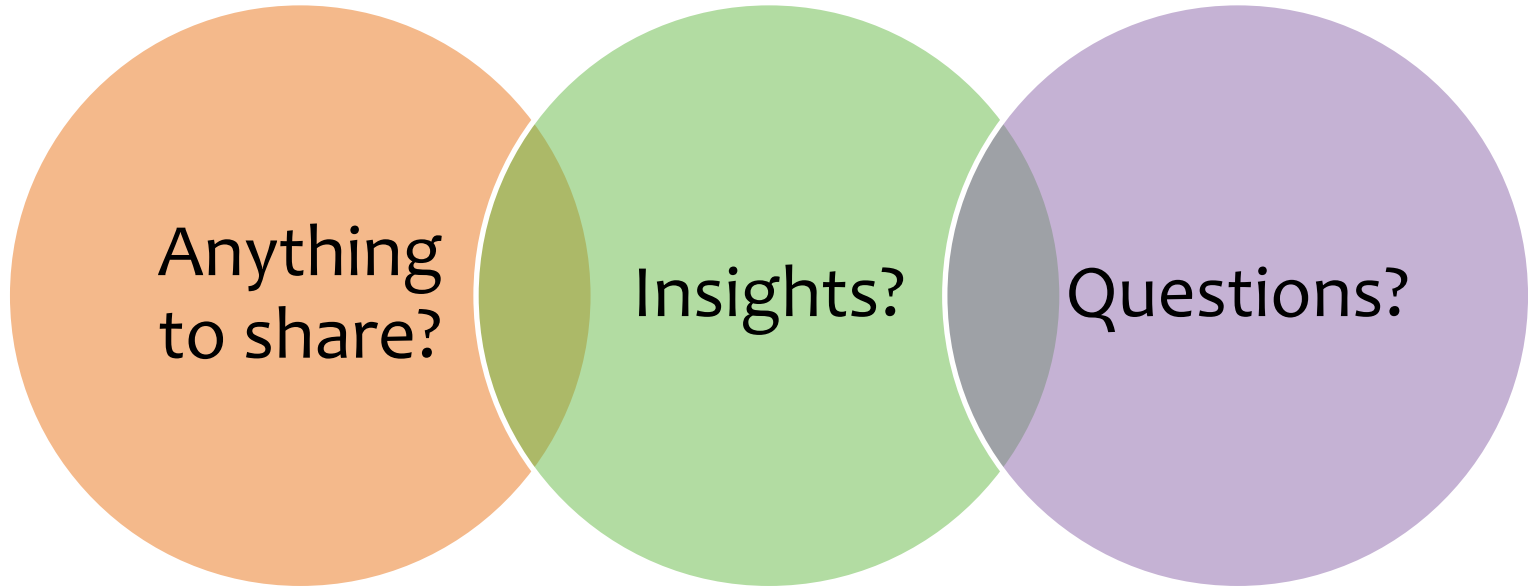
EXAMPLE

Priority for guided pathways work: Redesign onboarding.		
Audience	What you want this audience to do	What this audience needs or wants to happen
Advisors	<p>Take the lead in planning the new advising structure, including defining desired outcomes.</p> <p>Listen to and engage all advisors as well as other staff members, faculty, and students in this work.</p>	A process that helps them advise students effectively, a manageable case load, a clear understanding of their objectives, and autonomy to act.
Full-time faculty members	Participate in (or help lead) discussions about onboarding and the role of faculty in advising.	Having students engaged and successful in their subject area. Professional development or other support so they can effectively advise students.
Department chairs	Encourage/require faculty to participate in advising; make time for faculty to do so.	Having students engaged and successful in their subject area; having all staffing needs met.
Part-time faculty	Participate in advising, wrap advising into classwork, and/or support advising goals in their classes.	Successful students; having their time compensated.

When We Return



Welcome Back

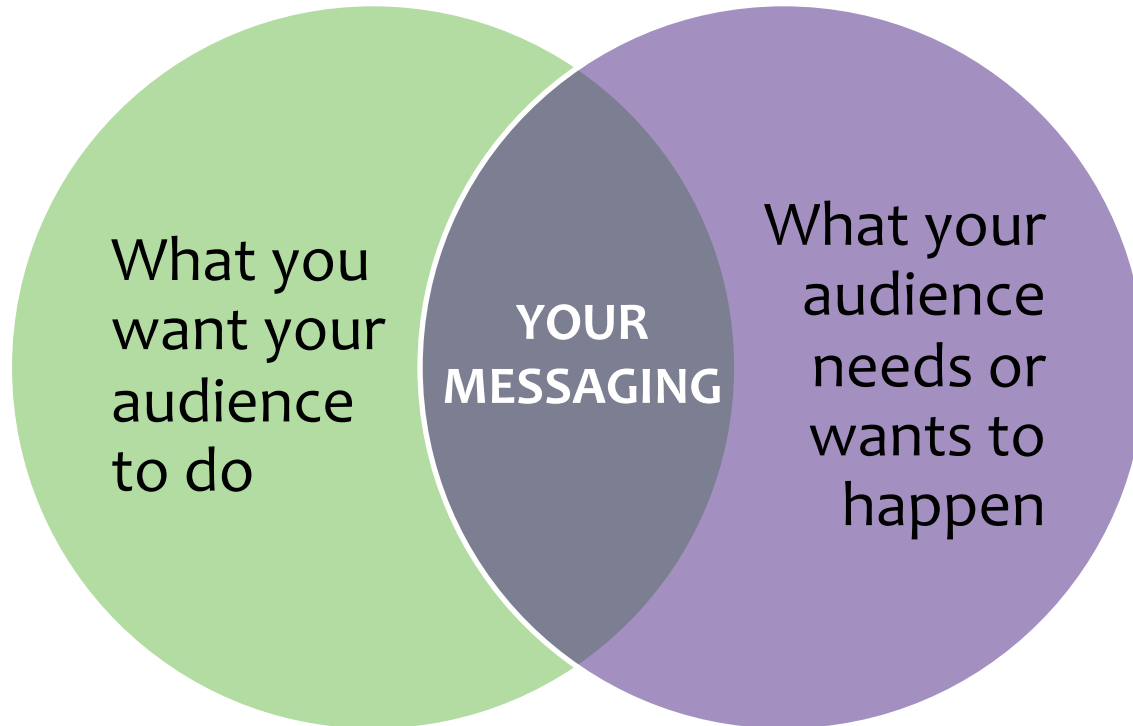


Where We Left Things

What you
want your audience
to do

What your audience
needs or
wants to happen

Crafting Messages



Messaging 101

Be authentic

Use the best messenger

Think like a reporter

Listen ... and circle back

Four Types of Messages

Start with why

Just the facts

Be impersonal

Be personal

Start With Why

“

If you are in agreement about the big ideas, the question changes from ‘Are you with me or against me?’ to ‘Does this new idea fulfill what we’ve already agreed to? Does it align with our goals?’”

— *Sandy Shugart*
Retired President
Valencia College

Just the Facts

“

[In the past] there might have been six important messages in one day and then nothing for a week and a half.”

— *Tony Tagliavia*
Chief Marketing Officer
Milwaukee Area Technical College

Be Impersonal

“

Data is data. It's not good. It's not bad.
It just is.”

— *Ann Buchele*
Vice President of Academic and Student Affairs
Linn-Benton Community College

Be Personal

“

We told her she wasn't ready for college.

Then she earned a B+ in the class we told her she wasn't ready to take.”

Crafting Messages

Exercise 2

Crafting Messages

Priority for your college's guided pathways work:	
Audience(s)	Messages
Start with Why	
Just the Facts	
Be Impersonal	
Be Personal	

Resources

Voices of Pathways film series:
pathwaysresources.org/voices-of-pathways

Inside Story and Inside Story Tools:
nextchaptercomms.com/insidestory