Navigate (formerly SSC Campus) User Guide

Leveraging the SSC Campus to its fullest potential will allow UWM to engage and advise students actively, learn more about successful patterns of student behavior, create a coordinate network of care across various campus offices, manage caseloads more effectively, target student populations for specific interventions and more. This document details and establishes campus-wide expectations regarding the use of the tool across university offices by role.

For details regarding specific functionality within the SSC-Campus, please consult with UWM colleagues, the SSC Support/Leadership team or the resources available via the EAB website.

As a member institution of EAB's Student Success Collaborative, all UWM faculty and staff can access the research and resources offered by EAB, including SSC Campus training modules and live webinars. If you have not done so already, please register with EAB to access these resources and support materials by:

1. Visiting the EAB website at eab.com
2. Clicking on "Login Now" in the top right.
3. Select "I'm a new user."
4. Follow the brief instructions to complete your registration.

Once registered, please visit the SSC Advising Hub. There you will find resources to support your use of the SSC-Campus including eLearning modules and the User Guide for the SSC Campus. Additional resources of interest include toolkits geared towards use of institutional reports and analytics and research on student success practices.

Please note: Cattrack, the homegrown scheduling tool, will be retired at the end of the 2016-17 academic year. Offices using Cattrack are strongly encouraged to migrate to the SSC tool as access and time allows.

February 9, 2017: This is an evolving document based on user experience and increasing knowledge. This document can be found on the SSC webpage located at http://uwm.edu/academicaffairs/academic_priorities/student-success/student-success-collaborative/

Please check regularly to learn more about expectations and best practice at UWM. Significant document changes will be shared with the SWAT team.
Advisors/Tutors/Student Support Staff

1. Logging contact with Students: All contact with students, including NSO and TASO advising, should be recorded in the SSC Campus tool. Email exchanges can be logged as notes, if these communications are not already captured in SSC Conversations (messaging directly through the tool). Other communications should be logged as advising reports. Logging this information is critical for several reasons as it allows for:
   a. The creation of a coordinated care network.
   b. A record of who said what, when
   c. Tracking student follow-through and/or need for staff to target communications to ensure follow-through
   d. Tracking of academic plans, i.e. any meeting or contact that results in the development/refinement of an academic plan should include uploading of the plan to the SSC.

2. Campaign participation: Campaigns allow for targeting student populations for specific communication, intervention and action.
   a. Unit/Advisor-initiated campaigns
      i. Individual advisors or schools/colleges are strongly encouraged to run campaigns as per their needs
      ii. Report and share initiatives and results for campus consideration via SWAT.
   b. Campus-wide campaigns
      i. Campus-wide campaigns are initiated to meet specific campus goals and policies, not the least of which is retention.
      ii. Campus-wide campaign information, including details regarding advisor action steps, are detailed on the SSC webpage at http://uwm.edu/academicaffairs/academic_priorities/student-success/student-success-collaborative/.
      iii. Campus-wide campaign examples include: Academic Progress/Early Warning, Project Return, and Engaging Stop-out Students.
      iv. *At the end of any campus-wide campaign, returning campaign tracker results for assessment to the designated party is mandatory.*

3. Calendar sync and online scheduling: All advisors and advising units will leverage the calendar sync and online scheduling features. Doing so enables student initiative and, if done consistently across campus, will reduce confusion. Please see the User Guide for instructions.

4. Coordinated Care Network: Beginning Spring 2017, advisors and other student support staff will be able to submit and/or receive referrals (alerts/cases) across campus offices based on student need. As the development of the coordinated care network grows, prompt and effective response is expected to close all alerts and cases in a timely manner. Further clarity regarding roles, responsibilities and timeliness will be documented here as campus experience evolves.
School/College Advising Leadership

1. Annual Report Production: intended to be reflective, an annual report regarding SSC use at the school/college level should be prepared for review by senior campus leadership including each school/college dean and the Provost. Reports will address the following:
   a. Narrative describing school/college use of SSC
   b. Review of success markers
      i. Why are the ones chosen appropriate?
      ii. If the ones chosen deviate from those suggested by the predictive analytics, why?
   c. Analysis of monthly usage reports and outcomes
      i. Gaps in use?
      ii. How to improve advising services?
      iii. Assessment and development of minimum performance standards
   d. Reflective analyses of the following discussion questions using reports and analyses detailed below
      i. What were some of the most surprising insights you found about students in your majors? What patterns were you expecting to see that were not there? What patterns had you already known through experience that were confirmed by the data?
      ii. Are there subpopulations of students that faculty advisors should be targeting for additional attention? What are their characteristics? Why are these students struggling and what can faculty advisors do to assist them?
      iii. What are some new “red flags” you identified through the data to indicate students that may be at higher risk of attrition? How can faculty advisors incorporate these flags into their advising practice to ensure they are aware of students that may be at risk? How can faculty advisors act on these flags to assist students?
      iv. Are there specific courses that appear to be acting as barriers to student success? How can advisors help prepare students for these courses, or support students during enrollment in these courses, to improve student outcomes? How do these historical insights change the way you advise students through the process of course selection? Are there courses where advisors could assist students by recommending better timing for enrollment?
   e. Wish list of tool enhancements for sharing with the SWAT team/campus leadership for prioritization and sharing with the EAB
   f. School/college campaign actions and results
   g. Results of campus-wide campaign participation
   h. Tracking of notes/reports/reminders and effectiveness of sharing information
   i. Innovative use for sharing across campus

2. Campus-wide campaigns
   a. Ensure report and return of campus-wide campaign trackers
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3. School/college campaigns
   a. Conduct at least one coordinated school/college campaign per fall and spring terms to meet specific school/college needs
   b. Report initiatives and results via SWAT team member for campus consideration and log activity in SSC Campus

4. Coordinate use of SSC Campus for front office staff as appropriate re: scheduling and tracking tools

5. Strategically use SSC analytic and reporting tools modify practice, address need, etc., including:
   a. Advising Activity Report: Utilize time and productivity dashboards that record and report every interaction between advisors and students: advising appointments, emails, phone calls, text messages and more. Utilizing filters (advisor, cohort, location and date) allows for identifying peak hours, balancing workloads and fine-tuning advising support activities.
   b. Grad Rate By Student Attribute Report: Illustrating trend graduation rates by major with the capacity to filter on student attributes that often correlate to student success, e.g. first year GPA, this report can be used to gain a general understanding of graduation patterns and identify opportunities for improvement.
   c. Course Analysis Report: Shows how course grades relate to student success. Use this report to help select Success Markers and understand which courses have the greatest impact on graduation rates.
   d. Grad Rate by Grade Earned or Credit Range Report: Provides insight into how course timing and performance impact students' likelihood to graduate in their major. Use this report to understand the impact of curriculum on student success in a major and inform advising and curriculum change.
   e. Course & Exam Performance Report: Correlates student performance on standardized exams to course performance by quartile. Use this report to understand which students may require additional preparation or assistance to succeed in key courses.
   f. Major Change Analysis Report: Shows major changes and outcomes for students who changed from or to selected majors. Use this report to understand which paths are likely to be successful and plan for common major transitions.

6. Data Integrity: As SSC Campus consumes student data from PAWS, it is imperative that schools/colleges maintain up-to-date, accurate information within the student information system, including advisor assignments, program changes, and holds, i.e. any data point represented in SSC Campus derived from PAWS.
SWAT Team Representatives

1. Attend SWAT team meetings, typically held monthly (though may occur more often given implementation of new features or other recognized need)
2. Act as liaison between home office and SWAT--reporting activities and discussions at SWAT and relaying home office concerns to SWAT team
3. Actively participate in policy development re: SSC usage and protocols as member of SWAT team
4. Actively work on campus-wide campaign coordination, in concert with school/college leadership, including conveying expectations and returning of campus trackers.
5. Provide and coordinate campus training opportunities
Senior Campus Leadership

1. Monitor school/college/departmental use and encourage active engagement with the tool to create the coordinated care network.
   a. Advisor and other student support service personnel
   b. Faculty/Staff use of Progress Reports as the early warning system

2. Utilize the institutional reports created by the EAB. These reports provide insights into historical patterns of student performance and can be used to look for opportunities to impact student success either through direct intervention with students or by changing curricula or advising programs.
   a. Grad Rate By Student Attribute Report: Illustrating trend graduation rates by major with the capacity to filter on student attributes that often correlate to student success, e.g. first year GPA, this report can be used to gain a general understanding of graduation patterns and identify opportunities for improvement.
   b. Course Analysis Report: Shows how course grades relate to student success. Use this report to help select Success Markers and understand which courses have the greatest impact on graduation rates.
   c. Grad Rate by Grade Earned or Credit Range Report: Provides insight into how course timing and performance impact students' likelihood to graduate in their major. Use this report to understand the impact of curriculum on student success in a major and inform advising and curriculum change.
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3. Coordinate with Provost review of annual report provided by school/college advising leadership including review of usage data, analytics, assessment of success markers and program/policy modifications as appropriate.
Faculty and Instructional Staff

- Submit progress reports for all students in their course(s) once a semester with an emphasis on providing detailed information about student’s who are at-risk of failing the course.
- Progress Reports (formerly known as Early Alerts or Academic Updates) provide students with an indication of their mid-semester performance. The information provided by you, the instructor, is shared with each student’s academic advisor. Combined efforts will provide the opportunity for timely intervention. Please note: SSC Campus Progress Reports replaces use of the Mapworks tool.
- The campaigns run early in the fall and spring terms. All instructors teaching undergraduate courses will receive an email invitation from SSC Campus to submit progress reports for all students. Instructors can submit progress reports by following the link in the invitation email or instructors can navigate to the UWM homepage and select SSC Campus on the Faculty/Staff tab.
- Submitted progress reports are shared directly with students. As all instructor comments are shared, mindful construction is important. https://eab.com/
- Instructors should submit progress reports for all students in their courses, particularly those at-risk of failing. At-risk students are those with either/or:
  - C- or lower
  - 3+ absences
  - or as otherwise determined by the instructor