

D.7.1.3 (Procedure) Student Success Metric Review

Responsible Department: Vice Chancellor for Academic

Success Based on Board Policy: [D.7.1 Employee Evaluations](#)

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Each college within the Alamo Colleges District is deeply committed to the success of the students we serve. To uphold this commitment, we continuously monitor key student success metrics and actively engage faculty in developing and aligning performance expectations and academic support strategies that promote both academic excellence and student achievement.

This commitment is reflected in our intentional focus on identifying opportunities for instructional support, expanding equity and excellence across all learning modalities, and ensuring that all courses and faculty receive the support needed to foster equitable outcomes and student success.

At each Alamo College, student success metrics—such as the Productive Grade Rate (PGR) and Course Completion Rate (CCR)—are collected and reviewed at the beginning of each semester. These reviews are conducted by Department Chairs or Directors, the Deans of Academic Success, and the Vice President of Academic Success. Additionally, PGR and CCR data are examined with each faculty member during their annual or biannual evaluation process to reinforce a culture of continuous improvement and accountability.

All full-time faculty members participate in the evaluation process as outlined in [Procedure D.7.1.1, Employee Evaluation](#), and [Procedure D.7.1.2, Faculty Performance Evaluations](#). As part of this process, the Department Chair or Director conducts a classroom observation, facilitates a post-observation feedback session, and reviews both semester and section-level PGR and CCR data with the faculty member.

Additionally, faculty are encouraged to engage in peer observations to exchange best practices and innovative teaching strategies that enhance the overall quality of instruction and student learning.

Student Success Metric Review Process

Applicable to All Full-Time and Adjunct Faculty

The review of Productive Grade Rate (PGR) and Course Completion Rate (CCR) for all full-time and adjunct faculty takes place at the beginning of each semester. This structured process includes the following steps:

1. Data Collection and Initial Review

At the start of each semester, Department Chairs and Directors review PGR and CCR data for all faculty. This review includes an analysis of:

- Institutional and district-wide discipline-level data
- Institutional data for similar courses
- District data for comparable courses

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- Disaggregated data by modality (e.g., face-to-face, online), part-of-term, and other relevant factors

2. Historical Data Review

When available, historical PGR and CCR data for each faculty member are also reviewed. (Note: New faculty will not have historical data for their first review cycle.) This review similarly includes data disaggregated by modality, part-of-term, and other relevant dimensions.

3. Faculty Data Review Meeting

A one-on-one meeting is held between the Department Chair or Director and the faculty member to:

- Review current and historical PGR/CCR data
- Examine course syllabi and instructional materials
- Discuss classroom dynamics, student engagement, and any instructional or course delivery challenges identified by the faculty member

4. Data Evaluation and Norming

The Department Chair or Director evaluates the faculty member's PGR in relation to:

- Discipline and departmental benchmarks
- District-wide PGR for the same or similar courses
- National data (when available)

Based on this comparison, the Chair/Director determines whether the faculty member's PGR is consistent with established expectations or falls outside the expected range.

5. Supportive Intervention (if required)

If the review determines that the faculty member's aggregate PGR for the previous semester is below 55%, a **Supportive Intervention Strategies Plan** will be developed and implemented in collaboration with the faculty member.

The review process follows a structured timeline, with specific steps and interventions defined by implementation phases: **Semester 1**, **Semester 2**, and **Semester 3**, as applicable.

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Semester 1: Development and Implementation of a Supportive Intervention Strategies Plan

If, after the data evaluation process, a faculty member's aggregate PGR for a semester is determined to be below 55%, a written **Supportive Intervention Strategies Plan** will be developed and implemented by the faculty member in the semester immediately following the one in which the low PGR was identified. The following steps outline the process:

Initial One-on-One Meeting and Data Review with Department Chair or Director

1. Data Collection and Analysis

The Department Chair or Director will collect and review PGR and CCR (Course Completion Rate) data for the faculty member. This data will be disaggregated by modality, student demographics, and other relevant factors. Analysis will include comparisons with:

- Institutional and district-wide discipline data
- The faculty member's historical performance data
- Any other relevant or appropriate data sources

2. Initial Review Meeting

The Chair/Director will meet one-on-one with the faculty member to review the data. During this meeting, they will:

- Discuss insights regarding classroom dynamics, student engagement, and course-related challenges
- Review course syllabi, assignments, assessments, and instructional materials

3. Assignment of a Faculty Mentor

In collaboration with the faculty member, the Chair/Director will identify a Faculty Mentor. This mentor will support and guide the faculty member throughout the development and implementation of the Supportive Intervention Strategies Plan.

Classroom Observation and Coaching

4. Classroom Observation by Chair/Director

- A classroom observation will be scheduled with the faculty member's consent, in alignment with [Procedure D.7.1.2.Ex.A: Classroom Observation](#).
- The observation will focus on key instructional elements affecting PGR and CCR, such as teaching style, student engagement, pacing, and assessment practices.
- Constructive feedback will be provided, highlighting both strengths and areas for improvement.

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5. Post-Observation Feedback Session

- A follow-up meeting will be held to discuss the observation findings and provide actionable recommendations.
- The faculty member may invite their Faculty Mentor to participate in this session.

6. Peer and Mentor Observation

- The Chair/Director will encourage the faculty member to observe their Faculty Mentor and/or colleagues known for exemplary teaching practices.
- After the observation(s), a facilitated discussion will allow the faculty member to reflect on observed strategies and how they might be incorporated into their own instruction.
- The Faculty Mentor will assist in reviewing the faculty member's course content, instructional methods, and assessment strategies.

Establishing Goals and Implementing the Plan

7. Establish Improvement Goals

The Chair/Director, Faculty Mentor, and faculty member will collaboratively define clear, measurable goals aimed at improving PGR and CCR. These goals will include:

- Specific strategies for improvement
- A timeline for implementation
- Defined performance indicators

8. Development and Implementation of the Supportive Intervention Strategies Plan

- The Chair/Director will support the faculty member in identifying relevant resources such as professional development workshops, training sessions, or continued mentoring.
- Emphasis will be placed on evidence-based instructional strategies aligned with the faculty member's improvement goals.
- The finalized Supportive Intervention Strategies Plan will serve as the roadmap for change.

Monitoring Progress and Final Review

9. Ongoing Monitoring and Midterm Review

- Regular check-ins will be scheduled to assess the faculty member's progress and adjust the plan as necessary.

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- Ongoing feedback will be provided, recognizing successes and addressing ongoing challenges.
- A formal midterm grade review will help evaluate whether progress toward established goals is on track.

10. End-of-Semester Review

- At the end of the semester, the Chair/Director will assess whether the faculty member has followed the Supportive Intervention Strategies Plan and demonstrated adequate progress.
- If progress is insufficient or the plan was not followed, a **formal Performance Improvement Plan (PIP)** will be initiated.

Semester 2 (if applicable): Formal Performance Improvement Plan

Performance Improvement Plan (PIP) for Faculty Members Not Meeting Expectations

If a faculty member has not demonstrated sufficient progress (with a PGR below 55%) during Semester 1, or if the faculty member has failed to follow the Supportive Intervention Strategies Plan developed and implemented in Semester 1, the Department Chair or Director will initiate a formal Performance Improvement Plan (PIP).

Development of the Performance Improvement Plan (PIP)

The Performance Improvement Plan will be developed collaboratively between the Department Chair/Director and the faculty member. The PIP will include the following elements:

- **Specific, Clear Goals:** These goals will address areas where the faculty member's performance needs improvement, including both instructional strategies and student engagement. The goals will be measurable, ensuring there is a clear way to track progress.
- **Measurable Outcomes:** Each goal will have clear, quantifiable outcomes that can be assessed over time, such as improvement in Midterm PGR or CCR rates, student feedback, or performance on key course assessments.
- **Timeline for Improvement:** The plan will outline a reasonable and defined timeline for achieving these goals over the course of one semester. The timeline will include checkpoints for ongoing progress review, with opportunities for feedback and adjustments.

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Eligibility Restrictions During PIP

While on a formal PIP, the faculty member will be ineligible for overload assignments or Summer course assignments. This restriction applies unless there is a compelling need to meet student demand or accreditation requirements that can only be met through the faculty member's involvement.

Consequences of Failing to Meet Expectations

The Performance Improvement Plan will clearly outline potential consequences should the faculty member fail to meet the established expectations within the designated timeframe. These consequences may include, but are not limited to:

- **Progressive Discipline:** The plan will specify the stages of progressive discipline, including additional interventions or support measures if progress is insufficient.
- **Final Review and Determination:** A final review will occur at the end of the PIP period. If the faculty member has failed to meet the outlined goals, the Chair/Director will determine whether to implement further disciplinary actions, including possible termination. However, the faculty member will be provided with ample opportunity to demonstrate improvement through ongoing feedback and additional support.
- **Separation of Employment:** If the faculty member does not demonstrate sufficient progress within the specified timeframe and does not adhere to the agreed-upon improvement strategies, termination of employment may be considered, following Alamo Colleges District policies and procedures.

Support and Resources During the PIP

Throughout the PIP process, the faculty member will receive support from the Department Chair/Director and may be assigned a mentor or additional professional development resources, such as:

- Targeted workshops or training programs
- Access to peer observations or team teaching
- Regular feedback sessions and progress evaluations

The goal of the PIP is not only to ensure that the faculty member meets institutional standards but also to provide them with the necessary resources and support to improve their teaching and professional development.

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Semester 3 (if applicable and approved): Continuation of Performance Improvement Plan

Continuation of the PGR Performance Improvement Plan (If Applicable and Approved)

If a faculty member shows some progress in improving individual course PGR and CCR, but their average PGR still falls slightly below expectations (under 55%), the Performance Improvement Plan (PIP) may be extended for one additional semester. This extension will only be granted with formal approval from the Department Chair/Director, the appropriate Academic Dean, and the Vice President of Academic Success.

The extension will allow the faculty member additional time to address areas that still require improvement. During this extension, the following measures will apply:

1. Ongoing Monitoring and Support

The faculty member will continue to receive targeted support to enhance their performance in specific areas identified during the initial PIP. This will include:

- Additional coaching or mentoring
- Targeted professional development opportunities (e.g., workshops, training)
- Regular check-ins and feedback sessions with the Chair/Director
- Peer observations or team teaching opportunities to gain insights into effective instructional practices

2. Progress Evaluation

The faculty member's progress will be evaluated periodically throughout the extended period, with a particular focus on key performance indicators such as:

- Improvement in individual course PGR and CCR
- Student feedback and engagement metrics
- Effectiveness of instructional strategies and assessments
- Demonstration of consistency in meeting academic and institutional standards

3. Clear Expectations for Continued Improvement

During the extension, clear and measurable goals will be redefined to ensure that the faculty member continues to make measurable progress toward meeting PGR and CCR expectations. These goals will be adjusted as needed to focus on areas that still require improvement.

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Final Review and Decision

Once the extended period of the PIP concludes, a final review will be conducted by the Department Chair/Director, Academic Dean, and VPAS to assess whether the faculty member has made substantial progress. During this review, the following factors will be considered:

- Improvements in Course PGR and CCR
- Engagement with professional development
- Feedback from students, peers, and mentors
- Overall alignment with institutional teaching standards

If sufficient progress is achieved, the faculty member will be removed from the Performance Improvement Plan and will continue their duties without further restrictions. However, if progress remains insufficient, the consequences outlined in the initial Performance Improvement Plan will be implemented.