Davis Technical College
Student Grading and Performance Policy and Procedures

1. Purpose

The Davis Technical College (College) offers job-focused competency based training. The purpose of this policy is to provide guidelines for student progress and performance that offers students reasonable expectations for the successful completion of occupational programs offered at the College regardless of delivery mode.

2. References

2.1. College Course Enrollment and Scheduling Policy and Procedures

2.2. College Grievance Policy

2.3. College Services to Students with Disabilities Policy

2.4. College Student Assessment Policy

2.5. College Student Records Policy

3. Definitions

3.1. **Attendance** - A ratio of the time that a student was present in a given classroom compared to the enrolled periods for the same student.

3.2. **Hybrid Instruction** - A method of instructional delivery which combines on-line and in-class learning activities.

3.3. **Continuing Education** - Courses offered by the Employer and Continuing Education department on a self-supporting, defined-entry/defined-exit basis outside of the regular College curriculum.

3.4. **Externship** - A method of scheduling under which a student is assigned a total number of hours to be completed in supervised live work activities either on or off campus. Tuition is charged in advance for the total number of hours defined for the externship.

3.5. **Progress** - A ratio of hours of work completed (also called Standard Hours) compared to hours of enrollment.

4. Policy

4.1. Instructors will provide written performance standards to students in the program orientation.

4.2. Students must meet the minimum performance criteria defined in this policy or those defined in the program orientation whichever is greater.

4.2.1. Student financial sponsors may hold students to a higher performance standard than defined by this policy or those defined in the program orientation. Sponsors will define the standards and method for tracking student performance.

4.3. Instructors will monitor and evaluate student performance records at least monthly and provide appropriate feedback and advisement to students.

4.4. Instructors will record course completion and a grade in the student information system at the completion of each course.

4.5 Grading rubrics will be developed in accordance with the Student Assessment Policy.

4.5.1. Grades will be issued using the following scale or a scale defined in the program orientation:

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%

4.5.1.1. Students who score less than 70% will not be considered as completing the course.

4.5.2. Curriculum for each course will include grading practices and rubrics.

4.5.3. Students who are dissatisfied with a grade should first discuss it with an instructor to attempt to find a mutually agreeable resolution. If a satisfactory conclusion cannot be reached with the instructor, students may exercise their right to grieve under the College Grievance Policy.

4.6. Instructors may consider a student's performance including progress and/or grades when acting as a reference for potential employers.

4.7. Students who are unable to complete the course by the defined end date may re-enroll and re-pay for the course.

4.7.1. If a student is required to re-enroll and re-pay for a course, the coursework previously completed will not be required to be repeated unless required in writing by the instructor.

4.7.2. Instructors will document progressive actions and efforts taken to facilitate student success in each course.

4.8. Students with qualifying disabilities should refer to the College Services to Students with Disabilities Policy. Unless specified in accommodation documentation, students with qualifying disabilities are expected to meet the performance standards as defined in this policy.

5. Procedures

5.1. Complete and accurate student module and course completion will be entered in the student information system by the instructor within two business days of the date the work was submitted by the student unless otherwise designated by the instructor.

5.2. Students who do not successfully complete all of the required course work prior to the defined course end-date will be required to meet with their faculty advisor to develop a written plan for improvement prior to enrolling in the course a second time.

5.3. Students who, after enrolling in the course a second time, still do not successfully complete all of the required course work prior to the defined end-date will be required to meet with their faculty advisor and a college counselor to modify and further define the written plan for improvement or recommend other educational options. Students who are allowed to re-enroll may be placed on formal academic probation prior to enrolling in the course a third time.

5.4. Students who, after enrolling in the course a third time, still do not successfully complete all of the required course work will be scheduled for a committee review. This committee will evaluate the corrective actions taken by the institution and the student to determine a mutually beneficial course of action. Possible options may include but are not limited to: continued academic probation, additional assessment testing, recommended change to another educational program, or dismissal from the institution. The committee will be composed of the student, the faculty advisor, the program director, an impartial program director, and a college counselor.

5.5. Students who are on academic probation may lose federal financial aid, scholarship eligibility, or sponsorship and benefits as determined in accordance with College Financial Aid requirements and Department of Education regulations.

5.6. Students who have received a formal plan for improvement or who have been placed on academic probation and subsequently leave the institution may be considered for disciplinary termination.