

Davis Technical College

Student Grading and Performance Policy and Procedures

Effective Date: 06-11-2018

1. Purpose

1.1. 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 offering student's reasonable expectations for the successful completion of occupational programs offered at the College regardless of delivery mode.

2. References

2.1. College Student Schedule Development Policy and Procedures

2.2. College Student 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. **Progress** – A ratio of hours of course work completed compared to hours of enrollment.

4. Policy

4.1. Faculty 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. Faculty will monitor and evaluate student performance records regularly, providing appropriate feedback and advisement to students.

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

4.5. Grading standards 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 or course curriculum:

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

Note: In competency-based education, students scoring less than 70% are not considered as meeting minimum competency requirements. Students who score less than 70% are allowed opportunities to [redo assessments](#) to reach competency.

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 a faculty member to attempt to find a mutually agreeable resolution. If a satisfactory conclusion cannot be reached with the faculty, students may exercise their right to grieve under the college Grievance Policy.

4.6. Faculty may consider a student’s performance including progress, grades, and/or attendance when serving as a reference for potential employers.

4.7. Students who are unable to complete the course by the defined end date must re-enroll and re-pay for the course. (See the Student Schedule Development Policy regarding possible course extensions.)

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

4.7.2. Faculty 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. Accurate student module and course completion information will be entered in the student information system by faculty within two business days of the date the work was submitted by the student unless otherwise designated by faculty.

5.2. Students who do not successfully complete all the required coursework prior to the defined course end-date will be required to meet with their faculty advisor to develop a Student Success plan 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 program director to modify and further define the written plan for improvement or recommend other educational options.

5.4. Students who, after enrolling in the course a third time, still do not successfully complete all 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: academic probation, additional assessment testing, recommended change to another program, or dismissal from the institution. The committee will be composed of the student, the faculty advisor, the program director, the Training Division associate vice president, and a Student Services representative.

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 Student Success plan or who have been placed on academic probation and subsequently leave the institution may be considered for disciplinary termination.

5.7. Students who are placed on a written Student Success plan and do not complete the expectations of correction to behaviors that are inhibiting progress forfeit their right to subsequent enrollment as explained in Section 5 of this policy and may be removed from the program.

5.7.1. Final decisions on enforcement of a written Student Success plan are made by the Director of Student Services and the cognizant Director of Programs or their designees.

5.7.2. If a student who is on a Student Success plan wishes to switch to a new program, the current plan may carry over to the new program and the new faculty member will have the discretion of making any necessary updates to the plan to ensure the student's success.

6. Approval

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