DUAL ENROLLMENT FACULTY HANDBOOK

2018-19
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Introduction
This handbook is designed to specify for high school instructors the details of the Dual Enrollment Program as it is operated by Bakersfield College and the high school systems in the Bakersfield College service area.

By definition, dual enrollment offers students an opportunity to enroll in college-level coursework to earn college credits while they are pursuing their high school diplomas.

Dual Enrollment: At Bakersfield College, students in dual enrollment courses take those courses at their high school during the day when school is in session. Teachers who meet minimum qualifications or Bakersfield College faculty teach dual enrollment courses.

Concurrent Enrollment: Concurrent enrollment refers to College courses that are taught at the College or high school but are offered outside of the student’s regular high school hours. Concurrent enrollment courses are taught by Bakersfield College approved instructors.

College Credit: Student’s complete required assignments that would normally be completed as part of the college course, and receive a final grade. The grade is posted on the student’s college transcript as a college level course. Students enrolled in these approved courses can earn high school and college credit simultaneously; this is known as dual credit.

Why Should Students Participate in Dual Enrollment?
Dual enrollment is an approach to help a broad range of students make the transition from high school to college. We are in the midst of a national movement to increase the college attainment of our population, which means encouraging college-going and supporting college persistence among those who have little college experience in their families. For such students, dual enrollment can be an introduction that helps them understand what college offers, may enhance aspirations and encourage future college attendance by showing students that they are indeed capable of doing college-level work. Dual enrollment can also lessen the time to degree and reduce the cost of degree attainment.

Partners – Responsible Administrators Contact Information

Bakersfield College – Dual Enrollment
Steve Watkin, Director (661) 395-4551
Anna Laven, Ed.D. Dual Enrollment Program Manager (661) 395-4830
Cecilia Gabaldon, DA III (Temp) (661) 395-4298
Hilda Rodriguez, A&R Tech II (661) 395-4308

Bakersfield College – Delano Campus & Rural Initiatives
Abel Guzman, Interim Director, Delano Campus (661) 720-2054

Revised: August 14, 2018
Communication Procedures
High school instructions should communicate through their Assistant Principal (AP) at the school site. AP’s should be in contact with the school district who has already established lines of communication with Bakersfield College. The primary contact at Bakersfield College is Steve Watkin, Director, and Anna Laven, Program Manager for Dual Enrollment. High school instructors are also connected with Bakersfield College department chair or faculty liaisons and can connect with the chair or liaison for syllabus construction, trouble-shooting, and other questions.
Steps to offering dual enrollment courses:

1. District Level Approval
   - MOU
   - Course Agreement
   - Instructor Agreement

2. BC Department Review
   - Course Wishlist
   - Syllabus & Textbook
   - Interview & Tour High School Facilities (as needed)

3. Scheduling
   - Full schedule submitted
   - Open course 30 days in advance of start date

4. New Instructor Approval to Teach
   - Submit application, resume, and transcripts
   - Meet Minimum Qualifications

5. HR Onboarding Process
   - Driver's license, Social Security Card, TB Test, and Fingers
   - BC ID and email address
   - Instructor Orientation

6. Student Enrollment
   - GA Comm College Online Application
   - DE Form (signed by parent and principal)
   - Transcripts, Documents, and Placement Testing as needed
   - A&R manually enrolls student

7. Instructor Responsibilities
   - Drops students for non-attendance
   - Submits copy of syllabus
   - Communicates with BC Department
   - Site visit and/or evaluation of the course
   - Submits grades & attendance hours

Revised: August 14, 2018
District Level Approval
High school districts offering dual enrollment courses will have executed a Memorandum of Understanding (MOU) with Kern Community College District (KCCD) on behalf of Bakersfield College for a period of up to five years. In addition, all courses to be offered as a Dual Enrollment must have a signed “Dual Enrollment Course Agreement” and all high school faculty teaching a Dual Enrollment course must sign an “Instructor Agreement”. These agreements are reviewed and signed by the High School District Authority and the District Associate Chancellor of Economic and Workforce Development prior to instruction beginning. If required by the High School District, these documents will be submitted to its Board of Trustees for approval prior to the delivery of a dual enrollment course. Copies of these agreements are kept on file at KCCD.

Bakersfield College Department Review
Once a high school site wishes to request to offer a specific course as dual enrollment, the appropriate department and Dean at Bakersfield College will review the request. The Bakersfield College approved Course Outline of Record must be followed; there may be no additions or deletions from the Course Outline of Record. The Department Chair or faculty liaison will review the syllabus and textbook selection. They may also meet or interview the high school instructor wishing to offer the course and tour the high school facility as needed to determine the course is appropriate and will meet the level of rigor expected of a college course.

The following is a brief list of items to consider when developing a dual enrollment course. Bakersfield College seeks to support conversations between high school faculty, college faculty and administration to ensure the success of all students enrolled in the course.

Textbooks
- Is the textbook the same as listed in the course outline of record and at college level?
- Are there enough textbooks & materials for all students in the class?

Schedule (hours and days)
- Are there enough hours to complete instruction?
- If there is extra time, what enrichment activities will be included in the class?

Materials
- Are the materials in the class the same as the materials used in the college course?
- Are there sufficient materials for all students to complete their work?
- Have any safety concerns or issues been addressed?

Syllabus
- Does the syllabus follow the syllabus template? (see syllabus template in attachments)
- Has the syllabus been approved by the college department faculty?
New Instructor Approval to Teach Process
Upon being identified as a potential Dual Enrollment instructor, the High School instructor must meet minimum qualifications and complete the College Hiring and On-boarding process.

Meet Minimum Qualifications:
Look up each discipline in the current California Community College minimum qualifications handbook for a full list of disciplines and degrees. Click: http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/ReportsandResources.aspx

Master’s Degree
As with the example below for Biological Sciences, an applicant with a Master’s degree in a number of areas is qualified to teach. Or, they may qualify with a combination of a Bachelor’s degree and a Master’s degree.

<table>
<thead>
<tr>
<th>DISCIPLINE AND AREAS</th>
<th>Paraphrased CCR Citation</th>
<th>MINIMUM QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td></td>
<td>Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.</td>
</tr>
</tbody>
</table>

Bachelor's/Associates Degree & Professional Experience
Career and Technical Education (CTE) courses are often in disciplines in which a master’s degree is not generally available. The disciplines in this area require a bachelor’s degree or higher and two years of professional experience, or an associate degree and six years of professional experience.

Professional experience must be equivalent to two or six years of full-time, industry experience. Those applying to teach in a CTE area should be sure to completely and accurately document their professional experience (e.g. small business wedding florist; oilfield welder) in their application.
**Equivalency Review**

If an instructor does not meet the minimum qualifications, but the faculty member possesses qualifications that are at least equivalent to the minimum qualifications for a particular discipline, the instructor can submit an Equivalency application. Equivalence can be determined through:

a. Degree Equivalence  
b. Academic Background Equivalence  
c. Professional Achievement Equivalence

The instructor should clearly describe and provide documentation for equivalence. It is highly recommended that the instructor work with the BC department for support in the process. An eight-member Equivalency Committee reviews applications to make determinations regarding equivalence.

**Submit Application & Materials**

The High School Dual Enrollment Administrator notifies the High School instructors to submit an electronic application to the Bakersfield College adjunct pool specific to the discipline they will teach ([https://careers.kccd.edu/postings](https://careers.kccd.edu/postings)). (e.g. STDV B3 = Counseling Adjunct Pool)

- Apply to [https://careers.kccd.edu/postings](https://careers.kccd.edu/postings)
- The application should include:
  - Online application
  - Resume/CV
i. If seeking to demonstrate professional experience, list industry experience outside of teaching experience as well

- Transcripts
- Other documents as needed

- **Provide the confirmation number to the High School Dual Enrollment Administrator.** (The confirmation number must be provided to Bakersfield College to initiate the review process for dual enrollment instructors.)

**Interview with Department Chair**

Instructors may be invited to participate in an informal interview with the College Faculty Chair, Instructional Dean, or Faculty Liaison.

**Syllabus**

- At minimum the Dual Enrollment Syllabus must include all items on the Syllabus Template (see Appendix).
- The dual enrollment course syllabus must be reviewed by the College discipline specific Faculty Chair or Faculty Liaison.
- The syllabus must be provided to all Dual Enrollment students on the first day of instruction.
- A copy of the syllabus must be provided to Bakersfield College for accreditation documentation.

**Facilities Tour (as needed)**

In some cases, the department chair or other faculty members will also tour the facilities to make sure they are appropriate for college level work (e.g. Chemistry labs, Welding workspace, etc.).

**HR Onboarding Process**

After the College determines that the instructor meets minimum qualifications for the specific discipline, the Bakersfield College Human Resources department completes the onboarding and clearance process required of all adjunct faculty.

Instructors will be asked to submit additional documentation to complete this process.

- Submit a copy of their **Driver’s License** and **Social Security card**
- **TB test and Fingerprint Results** are also required. In most cases, the High School Dual Enrollment Administrator will facilitate this process with the College HR by providing a letter of verification.

**Appointment as an Adjunct Faculty**

High school instructors will receive an email with their Bakersfield College ID and Bakersfield College email address with instructions on how to set-up and access the email account.
Instructors should regularly check the email account as this is the primary means of communication from Bakersfield College.

Attend orientation workshop
In advance of the term, an orientation workshop is held for all new dual enrollment instructors to familiarize them with the College’s process and procedures and to offer an opportunity to collaborate among discipline faculty.

Training for Canvas
Canvas is not just for online and hybrid classes -- every class automatically has a Canvas site for instructor and student use. Canvas simplifies teaching and learning by providing an environment to manage and share course documents, submit assignments, and track student grades. (See Appendix for online training opportunities)

Dual Enrollment Faculty Members Responsibilities

Communication
All High School Faculty members are given a BC email address and are responsible for checking their BC email on a frequent basis for communications from the Faculty Chair and/or Faculty Liaison.

Course Administration

- **Attend Instructor Workshop or Receive Orientation from Chair/Faculty Liaison**: Prior to the delivery of a dual enrollment course, the faculty member must attend the bi-annual Instructor Workshop/Articulation Meeting or receive an orientation from the faculty liaison.
- **Chair/Faculty Liaison**: Respond to and communicate with the faculty liaison.
- **Support Enrollment Process**: Facilitation of student enrollment in the course as determined at the school site:
  - Be aware that dual enrollment courses open to the general public 30 days in advance of the course start date. It is possible that BC general population students will attend class. They will need to follow visitor procedures at each high school and should be allowed entry and access to the course and physical site.
  - If assisting students with the online admissions application, look for the following:
    - Students should apply only once
    - Use correct Social Security Number (not their high school ID)
    - Use their accurate and legal name (not a nickname)
    - Update the form for the correct term
    - Additional documentation like a residency/permanent resident card may be needed
    - Accurately indicating citizenship status (Permanent Resident is different
from DACA)
- Checks all Enrollment Authorization Forms for completion and required signatures.
- Completes Course Roster, including Course Name, CRN, Instructor Name, Student names and Bakersfield College Student ID numbers.
- Submits Course rosters to respective High School Dual Enrollment Administrator 2 weeks prior to the start of the course.

• **Add/Drop Students before Census:**

  State regulations require instructors to drop all students who are not actively participating by 11 pm on the day before Census date for each specific class (check the top of each roll sheet from Banweb for the date).

  - Regularly reviews official College Roster (using MyBanWeb) for accuracy
    - As the instructor of record, it is your responsibility to regularly review the College roster for accuracy. Should there be any changes or discrepancies with the roster it is the instructor’s responsibility to notify the Dual Enrollment Program Office before the deadline date.
    - All rosters must be accurate one week before the withdraw date; otherwise students will receive a “no pass” or failing grade for non-completion of the course if they are not present in the class.

• **Track Total Hours of Attendance for Students:** The community college system requires that both a grade and total hours of attendance are recorded at the end of the term for all students, even for those with an F or W. The number of hours required for the course can be found in either the course description or the Course Outline of Record. The last date of attendance is also required for those with an F or W.

• **Refer Students to Support Services:** Dual Enrollment students are able to access all Bakersfield College support services including the library and DSPS (Disabled Student Programs and Services). The location, hours and availability of the Tutoring Center and other support services can be found at https://www.bakersfieldcollege.edu/student/tutoring

• **Access Canvas:** Many instructors may wish to use the campus system, Canvas, to house their syllabus, readings, quizzes and other course materials for students to access. This system can be useful as it allows students to access materials and assignments at any time from a computer. The materials can be duplicated for ease of administration of a single course term after term.

• **Evaluation of the Course:** Mandatory participation in a Site Visit, which consists of evaluation of the course including student surveys and assessment of Student Learning Outcomes conducted by the Instructional Dean, Department Chair or Faculty Liaison. Evaluations are maintained and kept at Bakersfield College.

• **End of Term Reporting:**
Grading will be based on the assessment of student learning outcomes as outlined on the Course Outline of Record, approved by Kern Community College Board of Trustees.

Grading standards will adhere to the standards established by the College Discipline faculty.

Submit course grades, attendance hours and last date of attendance in MyBanWeb per Bakersfield College regulations and dates, no later than 72 hours after the end date of the course.

When you enter an ‘Incomplete’ or ‘I’ grade, you will be asked to enter a deadline date and the grade the student will earn if the work is not made up. I encourage you to set the earlier than the 1-year default date.

The instructor for a minimum of three years shall keep evidence of student-completed work on file. Or a copy can be sent to Admissions and Records for record keeping.

Course Instructional Requirements

- Distribute Syllabus: At the beginning of each semester, prepare and distribute current course syllabi to the students in each class taught.
  - Such syllabi shall be consistent with approved course of record and should include, as applicable, an outline of course objectives and requirements (exams, assignments, written work, field trips, etc.), grading policy, course content, student learning outcomes, and any specific rules or expectations of the instructor.

- Follow Course Outline of Record: Present course content according to a planned schedule and consistent with approved Course of Record. The Bakersfield College approved Course of Record must be followed; there may be no additions or deletions from the Course Outline of Record. The approved course of record may be found online at: [http://bakersfield.elumenapp.com/public/](http://bakersfield.elumenapp.com/public/)

- Textbooks: Either the high school partner or student must secure all textbooks/supplemental materials. The required texts must follow the recommended textbook(s) listed on the Course Outline of Record.
  - If the High School partner desires to use an alternative textbook this must be vetted through the respective discipline Faculty Chair/Liaison prior to the course beginning.
  - All textbooks and required materials must be available to students by the first day of instruction.
  - All textbooks can be no more than five years old.

- On Time: Begin and end scheduled classes on time. Submit records of grades, student attendance, textbook orders and other required reports to designated campus officials in a timely manner.

- Supervision: Instruct and/or supervise students during all class times.

- Illness: If ill, unavoidably detained, or engaged in approved professional, departmental,
or college business, it is the responsibility of the instructor to contact the proper personnel at the high school and the dual enrollment administrator for further instructions.

- **Classroom behavior:** Establish and consistently enforce appropriate classroom rules and procedures.
- **Exams:** Administer exams or other assessment tools consistent with course objectives. Return student graded materials, with appropriate feedback, in a timely manner. Maintain accurate records of students’ grades.
- **Student Learning Outcomes:** Assess and report Student Learning Outcomes. (see appendix for details)

**Dual Enrollment Course Evaluation (currently on hold)**
The Department Chair or, if designated to do so, Faculty Liaison, will monitor the quality of instruction in order to assure compliance with the Dual Enrollment Course Agreement and the standards established by the California Community College Chancellor’s Office, the Association of Community College and Junior Colleges (ACCJC), Bakersfield College and the High School Partner.

The evaluation shall include, but not be limited to:

- A coordinated course evaluation by Bakersfield College Department Chair or discipline faculty.
- Students will complete an evaluation of the course.
- A review of the instructional syllabus and course materials.
- Completion of a narrative statement of the assessment of Student Learning Outcomes by the Dual Enrollment instructor.
- The discipline Dean or designee will provide a signed written copy of the evaluation with narrative comments to the faculty member along with an invitation to discuss the evaluation.
- The evaluation will be maintained in the faculty member’s permanent file in the Bakersfield College Dual Enrollment Dean’s office and will not become a part of the Dual Enrollment instructor’s high school personnel file.

**Confidentiality of Dual Enrollment Student Records**

**Family and Educational Rights and Privacy Act (FERPA)**
Parties agree to maintain the records for all students in accordance with all applicable federal, state, and local laws. For the purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), Bakersfield College hereby designates the High School Partner as a school official with legitimate education interests in the educational records of the students who participate in the dual enrollment program to the extent that access to the records are required by the High School Partner to carry out the functions of the program. Parties agree to maintain the confidentiality of the students’ educational records in accordance with the provisions of FERPA. The parties shall not release educational records to any third party without the prior written consent of the student or the student’s parent or legal guardian.
party without written consent by the affected student.

**Absence Reporting/Request For Leave of Absence**
If ill, unavoidably detained, or engaged in approved professional, departmental, or college business, it is the responsibility of the Dual Enrollment instructor to contact the High School Dual Enrollment Administrator and the Chair/Liaison prior to the absence.

Requests for a leave of absence should be initiated five working days prior to the leave date for short term leaves (emergencies/extenuating circumstances require fewer or no prior approval days).

**Long-term substitutes must meet the minimum qualifications for the discipline.**
Appendix

Syllabus Template
Below are sample sections to be included in Dual Enrollment course syllabi.

Course Identifier - Course Name – CRN
   Location of Class
   Date & Time of Class
   Instructor Name

Instructor Contact Information
- Instructor
- Office
- Office Hours and/or by appointment
- Email & Phone

Required Textbook/Material
Refer to the Bakersfield College Department and Course Outline of Record

Course Description
As listed on Course Outline of Record or from the Catalogue. “This course provides...”

Student Learning Outcomes
As listed on the Course Outline of Record. “Upon completion of the course, the student will be able to...”
**Topic Outline**
As listed on the Course Outline of Record.

**COURSE ACTIVITIES**
Opportunities for meeting outcomes will be provided through many approaches including: lecture, discussion, independent study, class activities, audiovisual and computer aids. There is an online component to this class, please contact the instructor if you need assistance immediately.

Note: Participation in group exercises is expected and a part of your learning experience. Always bring your text to class and/or edevice (e.g., computer, smartphone). There will be designated times for using these devices in class.

**Method of Evaluation**
Grading Scale and Grading Process or Weighting (how are grades earned)

**GRADING**
A= 100% - 90%, B= 89%-80%, C= 79%-70%, D=69%-60%, F= 59% or below.
Grades will be calculated as follows:
- 10% Participation
- 10% Homework and online discussion activities
- 20% 4 Quizzes Combination of Online/Scantron (5 Quizzes total will be given and the lowest dropped)*
- 20% Midterm
- 20% Comprehensive Final Examination
- 20% Poster Presentation Project
- *Approximately 6 Scantrons Needed – Scantron Accusan #28040 AS-100

**Important Note:**
- Missed assignments or exams cannot be made up*.
- No late work will be accepted*.
- Please check items in Canvas InsideBC Gradebook to ensure they are up to date within 72 hours. Do not wait till the end of the semester to ask any questions you may have about your grade or attendance.
  *Exceptions are life/medical events with documentation
Important Dates
(Last day to drop without penalty, last date to drop with “W”, etc)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/20/16</td>
<td>Instruction Begins (Saturday Classes)</td>
</tr>
<tr>
<td>08/22/16</td>
<td>Instruction Begins</td>
</tr>
<tr>
<td>09/05/16</td>
<td>Labor Day Holiday - Campus Closed</td>
</tr>
<tr>
<td>09/05/16</td>
<td>Last Day for Refund</td>
</tr>
<tr>
<td>09/05/16</td>
<td>Last day to add/drop</td>
</tr>
<tr>
<td>09/06/16</td>
<td>Census date</td>
</tr>
<tr>
<td>10/21/16</td>
<td>Receive W Drop Date</td>
</tr>
<tr>
<td>11/01/16</td>
<td>Last day to file for graduation</td>
</tr>
<tr>
<td>11/09/16</td>
<td>Early Web Registration for 2017 Spring Semester begins</td>
</tr>
<tr>
<td>11/11/16</td>
<td>Veterans’ Day Holiday</td>
</tr>
<tr>
<td>11/24/16 to 11/25/16</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>11/30/16 to 12/01/16</td>
<td>Open Web Registration for 2017 Spring Semester</td>
</tr>
<tr>
<td>12/03/16 to 12/09/16</td>
<td>Final Exams</td>
</tr>
<tr>
<td>12/10/16</td>
<td>End of Fall Semester</td>
</tr>
</tbody>
</table>

Weekly Schedule
This is approximate schedule of dates for meeting course expectations

Accommodations Statement
Indicate how services for students with disabilities are provided at the High School.

If they wish, students may also request accommodations through Bakersfield College:

Students with disabilities needing accommodation, including those who had/have an IEP in high school, should make requests to Disabled Students Programs and Services in CSS 10, or Delano room 1001 (661-395-4334, (661-720-2000 Delano)). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me so we can work together to ensure your access and success at BC
Attendance Policy

ATTENDANCE
Students are expected to attend each class, be on time and accept responsibility for activities assigned by the instructor. Students are at all times responsible for material presented during their absence. All students are expected to observe the attendance requirements of the college which are the following:

- If you do not attend the first day of class, you will be dropped from the course. If you miss one day during the first two weeks, you will be dropped.
- A student may be dropped from class when total absences exceed the equivalent of two weeks in that class (4 day classes or 2 night classes) from the first day of class. No communication will result in being dropped from the class.
Accessing Class Roster through InsideBC

- Log in to InsideBC
- Click on the Faculty tab
- In the Banner Self-Service Channel (located top left box), click on Banner Self Service
- Click on Faculty & Advisors
- Click “term selection” then select the current term from the drop down button. Submit.
- On this screen, click CRN Selection (Course Reference Number).
On this screen, choose the CRN from the drop down menu and submit.

From this menu, click on class roster.

The following screen will appear.
Adding and Dropping Students
Select CRN-STDV B3 course

Select Term

Select a Term: Spring 2017

submit
>Select Student to be dropped and click submit changes

>Confirm student to be dropped and click YES

>Student will be dropped after clicking YES

>Verify student was dropped by checking your class roster or Add/Drop Listing

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**Access and Training for Canvas**

*Canvas* is not just for online and hybrid classes -- every class automatically has a *Canvas* site for instructor and student use. You might already know someone who is using *Canvas* in their class. Although *Canvas* is very easy to use, getting some training on its many features improves faculty and student satisfaction. The following are the latest *Canvas* training opportunities for Bakersfield College faculty:

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**Canvas Basics Self-Paced.** This is a fully-online, self-paced course. This course covers just the basics of Canvas, and you are on your own. You can start at any time. To be added to this self-paced course send an email to Tracy Lovelace (tlovelac@bakersfieldcollege.edu).

**Intermediate Canvas for Instructors.** This is a fully-online course lasting 4 weeks. This course goes into more depth than the basics, is led by a facilitator, and provides opportunities for networking with other faculty. It is recommended that you first take the *Canvas Basics Self-Paced* course (see above) before taking this one. The next session of *Intermediate Canvas for Instructors* is from April 17-May 14, 2017. Please sign up on our BC Professional Development page BC Professional Development.

**Live one-hour training Webinars** offered by Canvas’ parent company, Instructure. To gain access to all the training events offered, create an account on the following site: [Canvas Training](#).

**Self-paced, on your own** course through @One available here: [Intro to Canvas (self-paced)](#).

**Lynda.com video course.** Set up an account on the [Professional Learning Network](#). Once logged in click “Learn” then click on “Lynda.com” and search for “Canvas 2016”.

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Revised: August 14, 2018
• **Plan** – which SLO are you assessing? What assignment/test/project/activity are you using to assess the SLO?

• **Assess** – conduct the activity and collect the data

• **Reflect** – how did the data inform your teaching practice (i.e. what went well?, what did not go well?, what would you have done differently if you could?)

• **Refine** – what do you want to change (i.e. the activity, the timing, the SLO…etc.)?

**SLO Narrative Example**

PSYC B1A – SLO #1: Demonstrate an understanding and application of the scientific process and research methods employed in psychology. SLO #1 was assessed by students learning to read and summarize a peer reviewed journal article. The data indicated that 20% of students exceeded expectations, 50% met expectations, 30% did not meet expectations. The results indicate a lower than expected outcome. To increase the number of students who exceed or meet expectations (i.e. 80% or higher) I am going to provide a more detailed grading rubric and include a peer-to-peer proofreading component.