## Closing the Gaps: An Academic 2+2 Articulation Model

On average, 50% of the students who enter a community college composition program fail to complete individual, required courses on first attempts. Already, the College provides several programs/services to promote progressive accomplishment in writing courses, including assessment, tutoring, a "course-challenge" procedure, and Advanced Placement units. With all this help, learner problems still exist. Therefore, for one Objective, this project focuses on Program Development in correcting the lack of discipline-specific, "performance" articulation agreements between the college and its 10 feeder-school districts. To achieve these agreements, the project completes three major tasks through a "summit and focus group strategy" -- (1) identify areas of agreement and disparity within, between, and among the feeder districts; (2) resolve major disparities; and (3) close gaps between high school "mastery" levels and the English Department's expectations.

By project's end, the College has "writing skills mastery" articulation agreements with at least 50% of its feeder districts. In addition, through the project's second objective, the college has an Articulation Procedures Manual of the articulation Model to use with other academic disciplines. Using compiled logs and diaries kept by project participants, the Manual documents (1) timelines, (2) steps-taken, (3) barriers encountered, (4) trouble shooting guidelines, (5) high-school-student samples, (6) communication tools and guidelines, and (7) sample agreement. Together, the Model and the Manual lay the groundwork for developing statewide "performance" articulation agreements in multiple disciplines. Project results, including the Manual will be prepared, at least, in both print and electronic form (probably on floppy disks and on public Gopher servers maintained by the community colleges) for wide dissemination.