Executive Summary

Dating from the beginning of the 20th century, the American Community College has been a democratic institution. Created as a means for training workers for the growing industrial nation, the community college sought social equality through its drive to provide all citizens access to higher education. The community college viewed education as a means of upward mobility and community wealth.

Education scholars Cohen and Brawer (2003) explain that “the United States has been dedicated to the belief that all individuals should have the opportunity to rise to their greatest potential. Accordingly, all barriers to individual development should be broken down. . . . Talent is potentially to be found in every social stratum and at any age. People who fail in their youth should be given successive chances” (p. 10).

At GRCC, the End of ACCESS commits to “minimize the barriers of time, place, cost, and educational preparation levels so that all members of the community have an opportunity to participate in college programs.” The End of ACCESS College Action Projects embody GRCC Values of Excellence, Diversity, Responsiveness, Innovation, Accountability, Respect, and Integrity.

Two of the Strategic Plan’s College Action Projects are designed specifically to achieve the End of ACCESS:

1. **The College Success Program** (funded through Title III) is a comprehensive assessment, advising, and targeted intervention program for developmental students. The intent of the program is to provide more precise course placements, customize student support options, increase student monitoring and tracking, and offer more aggressive and timely interventions, all to improve the chances that developmental students will succeed and persist to completion.

2. **Expansion of the Distance Learning Program.** The intent of this program is to increase the College’s online teaching presence so that 25% of courses offered are available in an online or hybrid modality.

In addition, the College created a new Department of Adult and Developmental Education, and numerous departments have projects that support ACCESS. The following Monitoring Report includes details on the College Action Projects that support Access as well as the many College department projects that identify student access as an outcome. Data on core indicators of Access are also included.