COLLEGE MILESTONES
COMPLETION OF GATEKEEPER ENGLISH/READING COURSES: WEST VIRGINIA

Percentage of West Virginia Community College students completing gatekeeper English/reading courses during their first two academic years, by race/ethnicity, age, and Pell grant status: 2006

PELL GRANT RECIPIENTS

RACE/ETHNICITY

AGE
**What Is Measured?**
Percentage of West Virginia Community College students enrolled in developmental English/reading who completed gatekeeper courses in the same subject within their first two academic years.

**Who Is Counted?**
Students entering West Virginia Community Colleges for the first time in fall 2006 who took at least one developmental English/reading course in their first year.

**What It Tells Us**
Some 35 percent of first-time Pell grant students in West Virginia Community Colleges who took developmental English/reading courses in their first year completed corresponding gatekeeper English/reading courses during their first two academic years.

**Why It’s Important**
There is general consensus that timely completion of gatekeeper courses, the lowest-level college-level courses in the core subjects of mathematics, reading, and writing, positively affects student outcomes such as attainment of certificates and degrees and transfer to a four-year institution. Completion of gatekeeper courses fulfills requirements for graduation and transfer as well as prerequisites for more advanced courses in various fields.

**ABOUT THE DATA**
First-time students: include students with no prior postsecondary experience except for college credits earned during high school or in the summer before enrolling in the fall.

Pell Grant recipient: a student who received a Pell Grant within the first year of entry at a given institution of higher education.

Race/ethnicity: Other includes Asian; American Indian or Alaska Native; and Native Hawaiian or Other Pacific Islander. Racial categories exclude persons of Hispanic/Latino ethnicity, who are presented separately.

**DATA SOURCE**