



School Name/County	Survey Type	Number of Respondents (N)
Point Pleasant Junior/ Senior High School /Mason	School Personnel Survey	25

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	48
Surveys Received	25
Estimated Response Rate (%)	52.1%

Results (Percentages) by Survey Question

1. What current grade level(s) do you serve? (select all that apply)

	(%)
Grade 9	64.0%
Grade 10	48.0%
Grade 11	64.0%
Grade 12	60.0%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	4.0%
No	96.0%

3.a Please rate your level of agreement that each of the statements below accurately reflects your SCHOOL:

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	64.0%	36.0%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	16.0%	52.0%	32.0%	0.0%
c. Students are encouraged to do their best.	0.0%	4.0%	52.0%	44.0%	0.0%
d. Teachers regularly talk to students about the importance of college.	4.0%	0.0%	68.0%	28.0%	0.0%
e. Students care about learning and getting a good education.	4.0%	24.0%	56.0%	16.0%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	4.0%	64.0%	28.0%	4.0%
g. Students are learning effective problem solving skills.	4.0%	28.0%	52.0%	16.0%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	24.0%	60.0%	16.0%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	64.0%	36.0%	0.0%



j. The curriculum appropriately challenges most students.	0.0%	8.0%	72.0%	16.0%	4.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	20.0%	32.0%	48.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	12.0%	68.0%	20.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	24.0%	64.0%	12.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	8.0%	80.0%	8.0%	4.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	16.0%	72.0%	12.0%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	4.0%	24.0%	56.0%	16.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	4.0%	32.0%	52.0%	12.0%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	4.0%	44.0%	40.0%	12.0%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	36.0%	56.0%	8.0%	0.0%

3b. Please rate your level of agreement that each of the statements below accurately reflects your CLASSROOM (Note: Only teachers were asked to respond to this item):

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	8.3%	50.0%	41.7%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	50.0%	50.0%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	45.8%	54.2%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	4.2%	50.0%	41.7%	4.2%
e. Students care about learning and getting a good education.	4.2%	20.8%	58.3%	16.7%	0.0%
f. Students are encouraged to set future college and career goals.	4.2%	0.0%	70.8%	25.0%	0.0%
g. Students are learning effective problem solving skills.	4.2%	4.2%	58.3%	33.3%	0.0%



h. I am able to engage students in a rigorous curriculum	4.2%	20.8%	45.8%	29.2%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	8.3%	50.0%	37.5%	4.2%
j. The curriculum appropriately challenges most students.	4.2%	8.3%	58.3%	29.2%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	4.2%	20.8%	50.0%	20.8%	4.2%
l. Parents are included in the college preparation process.	4.2%	37.5%	37.5%	20.8%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	4.2%	20.8%	58.3%	12.5%	4.2%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	12.5%	70.8%	16.7%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	12.5%	79.2%	8.3%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	4.2%	25.0%	54.2%	16.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	4.2%	29.2%	50.0%	16.7%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	4.2%	16.7%	70.8%	8.3%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	4.2%	83.3%	12.5%	0.0%

4. How comfortable do you feel about your level of knowledge to assist students with the following college topics?

	Rather not say (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
FAFSA	0.0%	16.0%	8.0%	64.0%	12.0%	0.0%
College savings plan/ 529	0.0%	24.0%	44.0%	28.0%	4.0%	0.0%
ACT/SAT	0.0%	4.0%	24.0%	32.0%	40.0%	0.0%
WV Higher Education Grant	0.0%	36.0%	16.0%	44.0%	4.0%	0.0%
Federal Grants, loans, work-study	0.0%	16.0%	28.0%	48.0%	8.0%	0.0%
College Selection (Match and Fit)	0.0%	12.0%	32.0%	28.0%	28.0%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	16.0%	24.0%	44.0%	12.0%	4.0%
Requirements for College Acceptance	0.0%	8.0%	20.0%	44.0%	28.0%	0.0%
The importance/ Benefit of College Education	4.0%	4.0%	8.0%	20.0%	64.0%	0.0%



High School Graduation Requirements	0.0%	0.0%	12.0%	36.0%	52.0%	0.0%
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5. Please rate your level of Involvement in the college-related activities presented below?

	Not Applicable (%)	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
I participate in the college preparation activities of my school (e.g., chaperoning college visits).	12.0%	16.0%	8.0%	44.0%	12.0%	8.0%	0.0%
I have individual discussions with students about what they want to do with their futures.	4.0%	0.0%	0.0%	4.0%	84.0%	8.0%	0.0%
I talk with students about their plans for college or work after high school.	4.0%	0.0%	0.0%	0.0%	80.0%	12.0%	4.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	4.0%	0.0%	4.0%	40.0%	36.0%	12.0%	4.0%
I offer or incorporate class time to support college preparation efforts at my school.	4.0%	0.0%	8.0%	36.0%	36.0%	12.0%	4.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	8.0%	8.0%	32.0%	28.0%	12.0%	4.0%	8.0%

6. In your opinion, what is the most important aspect to building a college going culture at your school?

Discussing future plans with students one-on-one.; This school needs an attitude shift when it comes to valuing what we are doing here. There are kids who value education, but way too many of the students here don't care and are just completing the requirements to graduate. We need to change that before we address anything else.; Communication of ideals.; Making college a topic that is discussed regularly.; Getting college recruiters into the building to talk to Juniors and Seniors; Visual cues and discussions of the importance of college.; college fairs; My opinion, a strong advisory program will help build the college and career culture at the school.; The promotion of College Day and the tour of colleges grab the attention of students. I think we should gather more colleges to come and take our students to bigger names schools instead of concentrating on little known schools.; The students need to hear from previous graduates in person to find out what the transition to college is like.; Students and the families from which they come vary tremendously. If we are to build a culture that values higher education, we MUST get families on board or the message they receive at home will generally "drown out" the message from school.; We need to be able to show that students with a college degree can find a good job in our area.; Explain to students in each class by each teacher the salary ranges of each job and
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help students understand how much money is required to provide needs and then wants.; The most important aspect to building a college going culture at our school is representing schools with paraphernalia and teaching students about college.; Identify those students who are seeking an academic profession and encouraging them to research that profession starting as soon as they see or hear about some profession that spikes their interest and if that doesn't happen until they reach grade 9 nine, then it definitely needs to start immediately upon reaching their freshman year in high school. Even if they change their minds several times between now and the time they graduate. I feel the exact same way toward the Career & Technology side of education especially in this county.; Instilling a passion to learn first and then applying it to the education system.; Allowing the students to explore the options that are truly out there, and not limiting them to Marshall and becoming a nurse.; Students need to hear real stories from teachers about their college experiences.; more education.

7. Also, please explain what you see as your role in building a college going culture at your school?

Working with parents & students to promote and educate on their needs for successful transition from high school to college.; I do my part to encourage kids, but ultimately I'm going to have to take a harder line than I have in order to help bring about the change we need. I just hope others are on board.; Communicate what is necessary for college.; Providing students with the necessary information to make an educated decision on if college is right for them, and if so, which college would best suit their needs.; I chaperon Gear up trips when I can and I talk to my students all the time about the benefits of college; As a teacher, my role is to share the importance of college with my students. I need to inspire and motivate all of my students.; My students are in functional special education and get a modified diploma. They are not eligible for a 4 yr. college. We discuss post secondary life, technical schools and job skills. We go into the community and work with students to learn job skills.; promote activities; Advise and assist getting teachers and counselors in the right places.; I am willing to do whatever is necessary as the Senior English teacher to help interest students I college, especially those who think they aren't going to attend. I will chaperone trips, schedule visits, and so forth.; I try to make college seem more tangible and not an abstract, far away thing. I also try to promote financial aid in order to lessen the intimidating costs.; Encouragement, vision-raising, and helping prepare students for ACT, for finances, and in practical ways (such as completing applications, applying for scholarships, etc.); Informant and Encouragement; ; Their is a large population in our school at or below poverty level that do not see college as an option. They plan to continue to draw a check from the government. Another population wants to go to college but does not have the determination or the discipline to work for the grades and ACT scores required. Another population works hard and earns good grades and has family support but will likely be surprised at the amount of effort required to be successful in college. Of that final group, some will earn a college degree.; My role in building a college going culture is to keep my dual credit courses at the collegiate level and discuss college with my students. I like to answer questions and help students with filling out college entrance documents.; The role of educators in the classroom is to encourage students to ask questions, research areas of interest in teams or groups and independently. Questioning them about what their 3 top areas of interest are professionally. Encourage them to not be afraid of becoming successful by challenging them in the classroom and with school programs such as Gear-Up ideas and challenges.; To relate relevant anecdotal experiences. Engage in classroom strategies practiced at the college level. Hold students accountable at a collegiate standard. Discuss the opportunities collegiate degrees provide.; I would like to have an advisory in which we actually discussed the options that they have available to them, and allow them to see the many possibilities that lay before them.; Most students are actively preparing for college by doing their best in their classes and by their attendance. They are not disruptive and are asking teachers challenging questions.; I work with our Deaf and HH and I try to expose them to as much college readiness as I can

8. Please indicate how effective participation in GEAR UP sponsored activities available at your school has been in helping your students to succeed in school/prepare for college:



	Does Not Apply/Not Offered (%)	I did not attend (%)	Not at all (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Tutoring and homework assistance	20.0%	20.0%	4.0%	24.0%	24.0%	8.0%	0.0%
Opportunities to participate in college visits	12.0%	28.0%	4.0%	12.0%	16.0%	28.0%	0.0%
Summer activities	28.0%	40.0%	4.0%	4.0%	20.0%	4.0%	0.0%
College Application and Exploration Week	12.0%	20.0%	0.0%	24.0%	24.0%	20.0%	0.0%
Provide Information about college entrance requirements	12.0%	28.0%	0.0%	16.0%	20.0%	16.0%	8.0%
Career exploration activities	12.0%	24.0%	0.0%	24.0%	32.0%	8.0%	0.0%
Test preparation (e.g., ACT/SAT)	12.0%	16.0%	4.0%	8.0%	56.0%	4.0%	0.0%
Assistance with College Entrance Processes	12.0%	20.0%	0.0%	16.0%	28.0%	16.0%	8.0%
Assistance with completing financial aid forms (e.g., FAFSA)	12.0%	24.0%	0.0%	16.0%	24.0%	20.0%	4.0%
Teacher professional development about college awareness and success strategies	32.0%	24.0%	4.0%	12.0%	20.0%	8.0%	0.0%
Student Success Societies/Mentoring opportunities	32.0%	20.0%	0.0%	4.0%	28.0%	12.0%	4.0%

9. In general, how often do you participate in GEAR UP activities?

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
8.0%	40.0%	32.0%	16.0%	4.0%	0.0%

Please Elaborate:

I am the site coordinator; I participate when able, but am typically not able to due to time restraints.; I have chaperoned a gear up trip and I help Mrs Grady however I can; I would participate more often provided I had the time.; My students are not eligible for college; I am always available to do whatever is necessary for my students when it comes to their collegiate goals; I am not DIRECTLY involved, but participate in so far as I encourage my students to take advantage of the opportunities (tutoring, etc) that are made available.; I teach students with mental impairments working toward a modified diploma. These students are on a modified curriculum and therefore would not be eligible to attend a 4 year college.; I'm not always aware of the activities with enough notice to be able to attend or to understand what is expected of me.; I already tutor after school almost every day until about 5:30. I am willing to help any students with college or college preparation but I did not become involved with the gear up program this year.; Would participate when Gear-Up opportunities presented themselves and encouraged students follow-up with creative and positive suggestions from the gear-



10. The next set of items ask about your level of agreement related to the overall experience provided to you through GEAR UP.

11. Thinking about the future when GEAR UP services and activities are no longer at your school, to what extent will your school promote the following elements related to a college-going culture?

Please Elaborate:

12. How sure are you that the majority of students...

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...will not attend but will seek a job or enter the military.	0.0%	28.0%	52.0%	20.0%	0.0%	0.0%
...will be eligible to apply to a postsecondary institution.	0.0%	12.0%	40.0%	44.0%	4.0%	0.0%
...can make an educational plan that will prepare them for college.	4.0%	16.0%	56.0%	20.0%	4.0%	0.0%
...can get good grades in their high school science classes.	0.0%	8.0%	52.0%	36.0%	4.0%	0.0%
...can get good grades in their high school math classes.	0.0%	12.0%	52.0%	32.0%	4.0%	0.0%
...can choose the high school classes needed to get into college.	0.0%	8.0%	68.0%	16.0%	8.0%	0.0%
...know enough about computers/ technology to get into college.	4.0%	4.0%	52.0%	32.0%	8.0%	0.0%
...can go to college after high school.	0.0%	20.0%	44.0%	32.0%	4.0%	0.0%
...could get A's and B's in college.	4.0%	24.0%	52.0%	16.0%	4.0%	0.0%
...could finish college and receive a college degree.	4.0%	24.0%	40.0%	28.0%	4.0%	0.0%

13. Please use this space for additional comments, questions, or concerns:

Our college/military going rate is approximately 40%. Many students whom I speak with seem unsure about the requirements or process for entering college. Many do not have basic computer skills such as emailing, using a flash drive, or Microsoft applications beyond basic Word and Power Point.; Question c is meaningless - Read as a completion it reads: "How sure are you that the majority of students can make an educational plan that will prepare me for college?" If you are asking how sure I am that the majority of students can make an educational plan that will prepare THEM for college, then I would answer "Somewhat sure."; A very diverse background as far as socio-economics is concerned is represented by varying percentages of those who have, who have some, and those who don't have hardly anything. This educational home is home to those students who need as much love as they can receive while they are here along with loving guidance, direction, and structured discipline.; A small percentage of students have the discipline and perseverance to attend and complete their degree. If I teach to the level these students, the majority of students make Cs and many students fail.