



School Name/County	Survey Type	Number of Respondents (N)
Nicholas County High School /Nicholas	School Personnel Survey	28

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	49
Surveys Received	28
Estimated Response Rate (%)	57.1%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	57.1%
Grade 10	71.4%
Grade 11	78.6%
Grade 12	71.4%

2. Are you a GEAR UP site coordinator?

	(%)
Yes	3.6%
No	96.4%

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.	3.6%	10.7%	53.6%	32.1%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	7.1%	53.6%	39.3%	0.0%
c. Students are encouraged to do their best.	0.0%	3.6%	42.9%	53.6%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	3.6%	53.6%	42.9%	0.0%
e. Students care about learning and getting a good education.	3.6%	14.3%	71.4%	10.7%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	60.7%	39.3%	0.0%
g. Students are learning effective problem solving skills.	3.6%	7.1%	67.9%	21.4%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	3.6%	14.3%	64.3%	17.9%	0.0%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	7.1%	53.6%	35.7%	3.6%



j. The curriculum appropriately challenges most students.	0.0%	17.9%	53.6%	25.0%	3.6%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	0.0%	46.4%	53.6%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	60.7%	39.3%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	14.3%	25.0%	39.3%	17.9%	3.6%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	7.1%	42.9%	50.0%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	3.6%	3.6%	67.9%	25.0%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	28.6%	57.1%	14.3%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	3.6%	28.6%	53.6%	10.7%	3.6%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	14.3%	28.6%	35.7%	17.9%	3.6%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	3.6%	25.0%	57.1%	14.3%	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%	7.4%	33.3%	59.3%	0.0%
b. I expect all students to succeed academically.	0.0%	3.7%	29.6%	66.7%	0.0%
c. Students are encouraged to do their best.	0.0%	3.7%	14.8%	81.5%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	7.4%	44.4%	48.1%	0.0%
e. Students care about learning and getting a good education.	0.0%	18.5%	55.6%	25.9%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	11.1%	33.3%	55.6%	0.0%
g. Students are learning effective problem solving skills.	0.0%	7.4%	40.7%	51.9%	0.0%



h. I am able to engage students in a rigorous curriculum	0.0%	18.5%	37.0%	40.7%	3.7%
i. Advanced (i.e. honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	7.4%	44.4%	40.7%	7.4%
j. The curriculum appropriately challenges most students.	0.0%	11.1%	44.4%	40.7%	3.7%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	33.3%	44.4%	22.2%	0.0%
l. Parents are included in the college preparation process.	0.0%	18.5%	55.6%	25.9%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	7.4%	37.0%	37.0%	14.8%	3.7%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	7.4%	48.1%	40.7%	3.7%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	18.5%	55.6%	22.2%	3.7%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	7.4%	22.2%	44.4%	22.2%	3.7%
q. College messaging is integrated into events, including sports events or arts performances.	7.4%	22.2%	51.9%	14.8%	3.7%
r. I engage in ongoing professional development about ways to promote college readiness.	11.1%	25.9%	40.7%	18.5%	3.7%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	3.7%	25.9%	44.4%	22.2%	3.7%

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%	25.0%	21.4%	32.1%	21.4%	0.0%
College savings plan/ 529	0.0%	46.4%	17.9%	25.0%	10.7%	0.0%
ACT/SAT	0.0%	14.3%	7.1%	35.7%	42.9%	0.0%
WV Higher Education Grant	0.0%	46.4%	21.4%	14.3%	17.9%	0.0%
Federal Grants, loans, work-study	0.0%	25.0%	32.1%	21.4%	21.4%	0.0%
College Selection (Match and Fit)	0.0%	21.4%	14.3%	42.9%	21.4%	0.0%
Scholarships (e.g., PROMISE or institutional)	3.6%	10.7%	28.6%	28.6%	25.0%	3.6%
Requirements for College Acceptance	3.6%	14.3%	17.9%	46.4%	17.9%	0.0%
The importance/ Benefit of College Education	7.1%	7.1%	3.6%	17.9%	64.3%	0.0%



High School Graduation Requirements	3.6%	3.6%	7.1%	50.0%	35.7%	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).	10.7%	17.9%	17.9%	32.1%	14.3%	7.1%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	3.6%	10.7%	17.9%	42.9%	25.0%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	3.6%	3.6%	21.4%	42.9%	28.6%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	7.1%	7.1%	10.7%	28.6%	28.6%	14.3%	3.6%
I offer or incorporate class time to support college preparation efforts at my school.	3.6%	17.9%	17.9%	21.4%	21.4%	14.3%	3.6%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	7.1%	17.9%	21.4%	28.6%	10.7%	10.7%	3.6%

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

<p>talk about it, often; ; To build a college going culture, parents need to feel that college is essential for their children to have choices in life. College does not have to come right out of high school for some not ready but that at anytime in the future what needs to be done if students change their minds. Some parents might want to know these options for themselves as well. Parents are overwhelmed and feel this is one more responsibility. It has to be relevant and important to them to participate.; ; It encourages students to study and want to learn. They will have better futures.; Giving our students all the tools to make their post graduation decisions.; Administration and counselors do a great job; Incorporating college prep. and career readiness education into all curriculum to increase student and parental knowledge about career possibilities.; Students need to go tour the college campus with their families; ; Work with the students and their parents who see no importance in college/technical training attendance; The most important aspect is providing the students with information about different options. Giving these students the freedom to make decisions and come to understandings about the different aspects of college preparation will encourage them to both self-advocate and be prepared for the real world.; Attitude. Students expect good grades without putting forth effort.; Self Reliance; ;</p>



Awareness of benefits and awareness of facilities available as well as resources available; Helping students to find their strengths and passions.; ; Educating teachers, as well as students on college info, such as ACT score requirements, colleges that our students select, how many of our students complete college....; Expectations for students, providing a rigorous curriculum and holding students accountable.; Providing students with the different options they have to attend college; Buy in of all faculty; Informing students about the various employment opportunities available and helping them to learn about the job and required education to perform the job or jobs they choose.

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

I believe I share in the responsibility with the other educators in the building to discuss the importance of a college education as often as possible; My role to grow the school culture would be similar to parents. I teach driver education and have time while driving to talk about college but I do not have enough information to talk about all the requirements, loans, work options, etc. Professional development toward re certification would be very helpful, as my life is overwhelming too.; Being positive with all students about college.; A resource students can utilize.; As a teacher, I play a key role in implementation of curriculum, career and college readiness.; Just encouraging the student to plan on being a life long learner.; Preparing students for the rigor of college. Encouraging attendance. Answering questions. Helping them figure out plans; As a teacher, I am one of the most important aspects in college encouragement. I always try to have information ready for students who have questions, and if necessary, I use myself as a gateway in obtaining information between a student and a prospective school. Whether this means having papers sent or gathering credential information, doing so is always highly important. I want to see my students succeed; therefore, I put on the role of providing clarity and ease in that path towards success.; 9th grade science is a graduation requirement.; encouraging further education - I only teach 9th grade; As a math teacher, I feel responsible for generating interest in STEM careers.; My role is to discuss post secondary school goals with my students. I also think it is my responsibility to offer guidance in the area that I teach to help prepare them for college.; I encourage all student to pursue a 2 or 4 or trade after graduation from high school. I tell students there is something out there for everyone and we just need to find a program that fits individual needs. But, they must do some post secondary training in life to ensure future success; Talk with students about my experiences and allowing them to share their expectations.; I participate in all activities unless required to attend class. I also attend the Student Success Summit every other year. I offer ACT tutoring to students to help prepare them for the test. Also, I teach an Advanced Placement class; I have found that not all students are college bound but as a teacher it is my responsibility to encourage them to follow a path towards their future that is right for them. Finding the correct college or career pathway is very important.

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	10.7%	25.0%	0.0%	7.1%	28.6%	25.0%	3.6%
Opportunities to participate in college visits	10.7%	35.7%	0.0%	3.6%	21.4%	25.0%	3.6%
Summer activities	21.4%	42.9%	0.0%	10.7%	14.3%	7.1%	3.6%
College Application and Exploration Week	10.7%	32.1%	0.0%	7.1%	25.0%	21.4%	3.6%



Provide Information about college entrance requirements	7.1%	39.3%	0.0%	3.6%	21.4%	25.0%	3.6%
Career exploration activities	7.1%	28.6%	3.6%	14.3%	25.0%	17.9%	3.6%
Test preparation (e.g., ACT/SAT)	7.1%	32.1%	0.0%	3.6%	25.0%	28.6%	3.6%
Assistance with College Entrance Processes	14.3%	35.7%	0.0%	3.6%	28.6%	14.3%	3.6%
Assistance with completing financial aid forms (e.g., FAFSA)	14.3%	35.7%	3.6%	3.6%	17.9%	21.4%	3.6%
Teacher professional development about college awareness and success strategies	17.9%	28.6%	0.0%	10.7%	25.0%	14.3%	3.6%
Student Success Societies/Mentoring opportunities	14.3%	39.3%	0.0%	10.7%	17.9%	14.3%	3.6%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
7.1%	32.1%	35.7%	14.3%	7.1%	3.6%

Please Elaborate:

as the site coordinator I participate/coordinate events often, probably monthly; ; Usually I attend the evening open house for parents that incorporate gear up activities.; I know that gear up is an excellent program, but I am not involved in it.; Haven't had many chances to be strongly involved.; I participate whenever possible as a chaperone and in the implementation of curriculum related to gear up activities.; One thing I find frustrating about GEAR UP that it does not include our sophomores and juniors. Its ridiculous to ignore two grade levels at our school.; whenever we have an activity that pertains to my students, I participate; I help students prepare and register for the ACT on a frequent, alongside doing some chaperoning at in-school college-prep events.; I help chaperone 9th grade opportunities to see what is going on and what is available for students that I have; I have only been teaching for 4 months, so I may have missed out of some GEAR UP activities. I plan on learning more about the GEAR UP program in the future and participating in more activities.; I was an after school tutor, but no matter how much I encouraged or begged students to attend, they only showed up when a major presentation was due. I think part of this was because there were no buses to take students home after school, and lots of parents either work or have no way to transport their students after these activities.; I teach seniors; therefore, I am involved in most aspects of post secondary planning. Occasionally, however, I unable to participate due to class responsibilities; All teachers at NCHS participate in the Gear Up activities offered as often as possible.

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



	Not Applicable (%)	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
I think GEAR UP is making a positive impact on students in my school.	0.0%	0.0%	7.1%	64.3%	28.6%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school	10.7%	0.0%	25.0%	35.7%	21.4%	7.1%
GEAR UP activities are likely to be sustained after the grant ends.	3.6%	10.7%	25.0%	42.9%	14.3%	3.6%

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?

	Does not Apply (%)	Not at All (%)	Slightly (%)	Moderately (%)	Extremely (%)	No Response (%)
Family Involvement	3.6%	0.0%	21.4%	50.0%	17.9%	7.1%
Mentoring	3.6%	3.6%	14.3%	50.0%	21.4%	7.1%
Academic Support	3.6%	0.0%	14.3%	42.9%	32.1%	7.1%
Financial Literacy	3.6%	0.0%	32.1%	28.6%	28.6%	7.1%
Partnership with Institutions of Higher Education	3.6%	0.0%	21.4%	42.9%	25.0%	7.1%
Community Support	3.6%	3.6%	35.7%	32.1%	17.9%	7.1%
College Visits	3.6%	3.6%	17.9%	32.1%	35.7%	7.1%
Access to College Professionals	3.6%	0.0%	32.1%	39.3%	17.9%	7.1%
Life Skills Development	3.6%	3.6%	21.4%	50.0%	14.3%	7.1%
College Application and Exploration Week	3.6%	3.6%	21.4%	32.1%	32.1%	7.1%

Please Elaborate:

Willing go the extra mile.; Probaly not be offered due to lack of money; Will continue a lot of the activities but the college trip won't liekly occur due to lack of funds; none; Due to lack of funds, transportation, and a county that has a higher than average number of families from lower SES, we can encourage all that we want but we will not get strong turn outs or participation without severe motivations such as food, money, oe comensations.; Our gear up program does all that it can when it can.; This school is very aware and active in student goals, college or otherwise.

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

	Not applicable (%)	Not at all (%)	Somewhat (%)	Sure (%)	Very Sure (%)	No Response (%)
...will not attend but will seek a job or enter the military.	3.6%	42.9%	32.1%	17.9%	0.0%	3.6%
...will be eligible to apply to a postsecondary institution.	3.6%	3.6%	46.4%	28.6%	14.3%	3.6%



...can make an educational plan that will prepare them for college.	3.6%	25.0%	25.0%	35.7%	7.1%	3.6%
...can get good grades in their high school science classes.	3.6%	10.7%	39.3%	39.3%	0.0%	7.1%
...can get good grades in their high school math classes.	3.6%	17.9%	39.3%	32.1%	0.0%	7.1%
...can choose the high school classes needed to get into college.	3.6%	7.1%	25.0%	53.6%	7.1%	3.6%
...know enough about computers/ technology to get into college.	3.6%	14.3%	17.9%	32.1%	28.6%	3.6%
...can go to college after high school.	3.6%	14.3%	25.0%	46.4%	7.1%	3.6%
...could get A's and B's in college.	3.6%	21.4%	35.7%	21.4%	10.7%	7.1%
...could finish college and receive a college degree.	3.6%	10.7%	42.9%	14.3%	21.4%	7.1%

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

Again, students learn most of their attitudes and goals from their parents. Most students are capable of college work and success. However, maturity right out of high school, understanding the importance of good grades in high school, brain development for decision making, planning, consequences do not develop until mid to late twenties.; The ability of a student to excel is based upon their motivation to achieve at a high level. The activities provided by Gear Up are focused and provide a high degree of motivation for students to attend post secondary programs. Without Gear Up at our school it would be difficult to provide the funding and resources to allow students to explore college possibilities.