



School Name/County	Survey Type	Number of Respondents (N)
Princeton Senior High School/ Mercer County	School Personnel Survey	32

### School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	64
Surveys Received	32
<b>Estimated Response Rate (%)</b>	<b>50.0%</b>

### Results (Percentages) by Survey Question

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

	(%)
Grade 9	81.3%
Grade 10	90.6%
Grade 11	84.4%
Grade 12	93.8%

2. How many years have you worked in this position or role?

	This is my first year. (%)	1–2 years (%)	3–5 years (%)	6–10 years (%)	11–15 years (%)	More than 15 years (%)	No Response (%)
In total.	6.3%	6.3%	21.9%	9.4%	25.0%	31.3%	0.0%
At this school.	12.5%	12.5%	34.4%	18.8%	6.3%	12.5%	3.1%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	6.3%
No	93.8%

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

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	59.4%	40.6%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	3.1%	50.0%	46.9%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	43.8%	56.3%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	6.3%	53.1%	40.6%	0.0%



e. Students care about learning and getting a good education.	3.1%	9.4%	65.6%	21.9%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	3.1%	62.5%	31.3%	3.1%
g. Students are learning effective problem solving skills.	0.0%	18.8%	59.4%	21.9%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	12.5%	65.6%	21.9%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	53.1%	46.9%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	12.5%	62.5%	25.0%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>					
k. College pennants, banners, and posters are visible.	0.0%	0.0%	46.9%	53.1%	0.0%
l. Parents are included in the college preparation process.	0.0%	3.1%	56.3%	40.6%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	28.1%	46.9%	25.0%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	6.3%	53.1%	37.5%	3.1%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	6.3%	56.3%	34.4%	3.1%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	18.8%	46.9%	34.4%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	28.1%	40.6%	31.3%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	25.0%	46.9%	28.1%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	21.9%	50.0%	28.1%	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 (%)
<b>RIGOR AND EXPECTATIONS</b>					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	18.5%	77.8%	3.7%
b. I expect all students to succeed academically.	0.0%	0.0%	18.5%	77.8%	3.7%



c. Students are encouraged to do their best.	0.0%	0.0%	14.8%	81.5%	3.7%	
d. I regularly talk to students about the importance of college.	0.0%	0.0%	37.0%	59.3%	3.7%	
e. Students care about learning and getting a good education.	3.7%	22.2%	40.7%	29.6%	3.7%	
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	48.1%	48.1%	3.7%	
g. Students are learning effective problem solving skills.	0.0%	0.0%	40.7%	55.6%	3.7%	
h. I am able to engage students in a rigorous curriculum.	0.0%	7.4%	40.7%	48.1%	3.7%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	3.7%	37.0%	51.9%	7.4%	
j. The curriculum appropriately challenges most students.	0.0%	14.8%	29.6%	51.9%	3.7%	
		Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
<b>VISUAL CUES AND MATERIAL RESOURCES</b>						
k. College pennants, banners, and posters are visible.	0.0%	11.1%	37.0%	48.1%	3.7%	
l. Parents are included in the college preparation process.	0.0%	7.4%	51.9%	37.0%	3.7%	
m. I am provided with professional development on the topics of college readiness and success.	0.0%	18.5%	40.7%	37.0%	3.7%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	3.7%	59.3%	33.3%	3.7%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	11.1%	44.4%	40.7%	3.7%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	18.5%	48.1%	29.6%	3.7%	
q. College messaging is integrated into events, including sports events or arts performances.	3.7%	14.8%	48.1%	29.6%	3.7%	
r. I engage in ongoing professional development about ways to promote college readiness.	3.7%	14.8%	40.7%	37.0%	3.7%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	3.7%	59.3%	33.3%	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%	6.3%	18.8%	43.8%	31.3%	3.1%
College savings plan/529	0.0%	40.6%	21.9%	21.9%	15.6%	3.1%
ACT/SAT	0.0%	6.3%	12.5%	31.3%	50.0%	0.0%
WV Higher Education Grant	0.0%	28.1%	21.9%	31.3%	18.8%	0.0%
Federal Grants, loans, work-study	0.0%	9.4%	28.1%	40.6%	21.9%	0.0%



College Selection (Match and Fit)	0.0%	9.4%	18.8%	43.8%	28.1%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	9.4%	18.8%	50.0%	21.9%	0.0%
Requirements for College Acceptance	0.0%	6.3%	18.8%	40.6%	34.4%	0.0%
The importance/Benefit of College Education	3.1%	3.1%	3.1%	21.9%	68.8%	0.0%
High School Graduation Requirements	0.0%	6.3%	0.0%	28.1%	65.6%	0.0%

**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).	12.5%	12.5%	3.1%	40.6%	25.0%	6.3%	0.0%
I have individual discussions with students about what they want to do with their futures.	6.3%	0.0%	0.0%	18.8%	46.9%	28.1%	0.0%
I talk with students about their plans for college or work after high school.	6.3%	0.0%	0.0%	15.6%	46.9%	31.3%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	9.4%	3.1%	6.3%	25.0%	34.4%	21.9%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	12.5%	3.1%	3.1%	34.4%	34.4%	12.5%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	6.3%	9.4%	12.5%	25.0%	37.5%	9.4%	0.0%

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

The most important aspect to building a college-going culture at our school is to help our students understand their options and encourage them to know that they can meet the goals that they set! Then, we have to prepare them academically!; The most important aspect to building a college- going culture is getting the kids to understand that they all can go to college, even though many do not think they can.; Making the students understand the importance of seeking a post-secondary education.; I feel that for a school to have a college-



going culture, you need to have a school that enforces academic rigor and behavior. ; College presence from time to time at the school and visits to state colleges. An educated staff at the school that has the current information to be able to share with students. ; Collaboration ; Working with the parents to have them value the importance of career and college -readiness; Student athletes are recognized when they sign for a college, why can't our other students be recognized in a similar ceremony? This would set them apart from others and give them a feeling of accomplishment, like graduating high school really mattered and means something. Granted it would involve a lot of people and time but each college could be represented on a certain day and the student could be given the spotlight for a brief amount of time.

; Create an environment of relevance; When all faculty and staff are promoting college-career readiness and the importance of being prepared to enter one or the other. ; Helping students understand that they do not need a college education to have a successful life. Self-awareness leads to easier decision-making and encourages the culture expected.; Getting everyone involved, showcasing accomplishments.; Everyone should be encouraged to gain knowledge about aspects of college readiness (FAFSA knowledge, PROMISE scholarship knowledge, basic admission requirements, etc.); Having college recruiters on site often with plenty of advance notice of their visits.

College Night for students and parents

Teachers wearing their college attire for special events

; Talking to students, providing information, taking them on college trips, having college recruiters here. ; Teachers must talk to students about college and continuing their education. Teachers must also motivate students to want to continue their education past secondary. It is very important. Posters/bulletins/etc. must be placed throughout the school so students know their options. Teachers must adequately know about colleges as well to inform students if they might have any questions. ; An inspirational learning environment. ; To help students understand the importance of college and how it can help them in the future.; Explaining to students that college is worthwhile in our modern economy. ; Teaching students how to study and work hard would be beneficial. Many have not learned those skills and are ill-equipped for college.; Knowledge. We need to make it seem like it's where you're going, not if you're going.

#### **7. How have your beliefs about what is most important to building a college-going culture at your school changed?**

I have noticed with the push for Technical education classes and embedded college credits, we are opening up doors for many students who may not have thought about attending college. ; The students have changed so much in regards to having a passion or realizing the importance of education. We live in such an "entitled" generation, that the majority of students do not value their education. ; I used to think that it was all about having the hard classes. Now I feel that is about the behavior. Student behavior plays a lot into the culture.; They haven't.; I feel the counselors are more willing to help. ; No change ; Our school has really improved in representing colleges and improving our college-going culture. I do not believe my beliefs have changed over time. We need to expose students to colleges in many different ways. Students want things to come to them, College Day is wonderful, and they need a list of what to do.

Suggestions would be to have each wing of the school represent career choices in their fields. For example, the science wing could post science careers in the hallways with information about the career, or they could be posted throughout the school. Students want to do, but they do not know how to find the career for them to do.; I am actually more convinced that we need to focus on identifying students who have no interest in attending college and help focus them on a vocational or trade pathway. ; I believe over time I have strived to push kids towards an appropriate fit in regards to college to ensure student will succeed in completing college. ; I believe what has changed is the push to get kids in college, when in reality, college is not for every student.; They haven't really changed from the beginning. Getting everyone to buy into an idea is key for success. ; My beliefs have remained consistent in that while I feel college is important for many of our students, on-the-job training, technical school and military are also good options.; Talking with students is the key ; They have



changed substantially because I have been around educators who have taught for longer than I have and I have had professional development opportunities that have taught me how to actively engage students on the topic of college. ; They haven't. ; I think that in recent years we've shifted emphasis so that there are a lot of visual cues for the students. There are college pendants and other college related materials posted throughout the school and in classrooms. This demonstrates a level of visible pride in where the teachers got their educations. ;It is talked about more and expected.

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

I appreciate the gear up program and how it helps to encourage our students to better themselves and their future. Many of the student leaders remember the college signing day we had in years past and they look forward to that event so they can publicly declare their future plans and in turn, help inspire the underclassmen. That ceremony impacted them and really left a positive impression, so I am encouraging them to ask to have one again. ; My role as a teacher, is to help students understand that they have the ability to go to college, they just have to work hard and want it for themselves. I have to instill the importance of post-secondary educating into my students. ; As the 1st AP teacher most students encounter, I feel that I am students 1st taste of what is expected for college. Since GEAR UP, many students have been exposed to more college campuses. ; My role hasn't changed, I am aware of what Gear UP is and does in the school. ; I teach students on modified diplomas. ; My role is to serve as an advisor to my home room students ; My role as a teacher is to encourage, reinforce, and discuss all aspects of education following graduation. Many students do not want to go to college, but they are unaware of the offerings of community/technical colleges. I try to get my students to write goals and form a plan for their lives after graduation because if they don't they will most likely become complacent. ; Emphasis the need for furthering one's education and drive home the need to adopt a life-long learning attitude. ; The importance of taking and completing the SAT at school. ; My role is to encourage future success. If that means college, then so be it. ; I see my role as a part of a team with a common goal of educating students about their opportunities after school including college. ; As a teacher, I feel it is my role to discuss career decision making, college entry requirements, support collegiate athletics and sharing my experiences in higher education both as a teacher and as a student. GEAR UP has been a part of PSHS since I began teaching there. ; Providing information, get to know the students and being update on college information and requirements. ; I am here to encourage students to attend postsecondary school. I have the power to potentially change a students mindset as far as going to college or not going to college. It is important for me to continue to push students to achieving at the highest level that they possibly can. ; Encouraging students to explore their interests and colleges that may address those interests. ; I am the administrator in charge of special education, and therefore one of my main roles is to assist these students in creating a transition plan to reach their goals after high school. ; I just answer questions that students have as necessary. ; I am to encourage students to attend college and to show them what life could be like if they choose not to attend.

**9. 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	6.3%	21.9%	3.1%	9.4%	43.8%	12.5%	3.1%
Opportunities to participate in college visits	0.0%	15.6%	0.0%	9.4%	37.5%	34.4%	3.1%
Summer activities	12.5%	15.6%	6.3%	9.4%	31.3%	18.8%	6.3%



College Application and Exploration Week	0.0%	12.5%	0.0%	18.8%	34.4%	31.3%	3.1%
Provide information about college entrance requirements	3.1%	12.5%	0.0%	9.4%	50.0%	21.9%	3.1%
Career exploration activities	3.1%	12.5%	3.1%	6.3%	53.1%	18.8%	3.1%
Test preparation (e.g., ACT/SAT)	0.0%	9.4%	0.0%	9.4%	50.0%	28.1%	3.1%
Assistance with College Entrance Processes	3.1%	12.5%	0.0%	12.5%	50.0%	18.8%	3.1%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	9.4%	0.0%	6.3%	43.8%	37.5%	3.1%
Teacher professional development about college awareness and success strategies	18.8%	12.5%	3.1%	15.6%	34.4%	12.5%	3.1%
Student Success Societies/Mentoring opportunities	3.1%	12.5%	6.3%	12.5%	46.9%	12.5%	6.3%
Faculty Senate Presentations	12.5%	9.4%	6.3%	15.6%	46.9%	6.3%	3.1%
College Decision Day and/or other college acceptance ceremonies/programming	6.3%	9.4%	6.3%	18.8%	28.1%	28.1%	3.1%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
9.4%	21.9%	37.5%	21.9%	6.3%	3.1%

**Please Elaborate:**

I encourage students to participate and always support them in their decisions to do so by not making it a big deal if they have to miss a class period or two. I encourage them to organize and plan another College Decision Day since it was so memorable to them in the past. ; I have participated in every GEAR UP event once I became a site coordinator.; Our counselors are amazing. I teach students who will never attend college. ; Any meetings and working with my homeroom. The Gear Up program only serves one grade at our school. I don't like this aspect of the program.; I teach the severe/profound students.; The Gear-Up cohort is made up of our current Juniors and the teacher's that started the program with the group have continued to work with them, for instance on field trips.; This is my first semester at this school, but at my previous school I participated in these type activities every time they were planned.; I participate when asked but am not asked very often.; I have chaperoned for some Gear Up activities. ; I have chaperoned a GEAR UP trip and participated in all of the school activities; I am a mentor and involved with gear up and the students that I mentor. ; I participate in school wide activities such as the Career Fair and College Exploration week.; I am not a Gear Up sponsor, and do not participate in any activities with the program. ; I make announcements in homeroom about upcoming opportunities.; Chaperone events; ; Whenever I am allowed, I attend outings, college visits and participate in



anything Gear-up related. I encourage my juniors to take advantage of the opportunities provided by Gear-up. I also coordinated the Testive program at my school to help students prepare for the SAT.

**11. 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.	3.1%	0.0%	3.1%	56.3%	37.5%	0.0%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	15.6%	59.4%	21.9%	3.1%
GEAR UP activities are likely to be sustained after the grant ends.	3.1%	6.3%	21.9%	53.1%	15.6%	0.0%

**12. 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	0.0%	0.0%	18.8%	53.1%	21.9%	6.3%
Mentoring	0.0%	6.3%	9.4%	62.5%	15.6%	6.3%
Academic Support	0.0%	0.0%	6.3%	43.8%	40.6%	9.4%
Financial Literacy	0.0%	0.0%	12.5%	56.3%	25.0%	6.3%
Partnership with Institutions of Higher Education	3.1%	0.0%	6.3%	53.1%	31.3%	6.3%
Community Support	0.0%	0.0%	18.8%	46.9%	28.1%	6.3%
College Visits	0.0%	9.4%	18.8%	46.9%	18.8%	6.3%
Access to College Professionals	0.0%	6.3%	18.8%	40.6%	28.1%	6.3%
Life Skills Development	0.0%	6.3%	12.5%	50.0%	25.0%	6.3%
College Application and Exploration Week	0.0%	6.3%	21.9%	43.8%	21.9%	6.3%
College Decision Day	0.0%	12.5%	18.8%	40.6%	21.9%	6.3%

**Please Elaborate:**

Many of these components are part of our school's goals and plans to help all of our students succeed. ; The school culture will continue to promote college importance, preparedness, and opportunities. ; As a high school most of these events occur by default, therefore, I do see them continuing should the grant be discontinued ; Without gear up I think the staff will get to busy and not reminded how important college is and not promote like gear up does. ; I can't really say how my school will participate.



**13. 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.	0.0%	25.0%	37.5%	18.8%	12.5%	6.3%
...will be eligible to apply to a postsecondary institution.	0.0%	6.3%	34.4%	34.4%	18.8%	6.3%
...can make an educational plan that will prepare them for college.	0.0%	3.1%	43.8%	34.4%	12.5%	6.3%
...can get good grades in their high school science classes.	0.0%	12.5%	43.8%	28.1%	9.4%	6.3%
...can get good grades in their high school math classes.	0.0%	18.8%	37.5%	28.1%	9.4%	6.3%
...can choose the high school classes needed to get into college.	0.0%	15.6%	31.3%	37.5%	9.4%	6.3%
...know enough about computers/ technology to get into college.	0.0%	3.1%	34.4%	31.3%	25.0%	6.3%
...can go to college after high school.	0.0%	6.3%	43.8%	31.3%	12.5%	6.3%
...could get A's and B's in college.	0.0%	28.1%	37.5%	15.6%	12.5%	6.3%
...could finish college and receive a college degree.	0.0%	6.3%	50.0%	21.9%	12.5%	9.4%

**14. What do you feel is the most significant factor that prevents students from setting postsecondary goals?**

Lack of self esteem and family support. ; Uneducated about what is out there. Have no drive or push from home to succeed. Have no passion to do anything that involves education.; They do not have the motivation to do so.; Laziness and unsure of financial burden, sorry couldn't do just one.; Their lack of effort; Entitlement and want everything the easy way; Simply not knowing the choices for a career and what is expected of them. ; limited vision and limited understanding of what is needed to prepare them for life beyond high school; Self-awareness and counseling; Lack of personal motivation.; Lack of parental support and financial concerns.; Family environment, not getting the information to students and not getting to know students better. ; Parents or siblings who have not attended college. ; The lack of motivation, support, and information available at home. ; I think that students simply lack in the planning and organization skills needed to set appropriate post secondary goals.; I don't think many of our students feel that college is worthwhile in the current economic climate. I don't think their parents value education. ; Some are not realistically choosing their goals. Some are not academically inclined and should set good goals for a trade school.; Lack of motivation and encouragement at home.

**15. What do you feel is the most significant factor that prevents students from achieving their postsecondary goals?**

Lack of self esteem and poor decision making; Not used to working hard. When they hit a wall, instead of buckling down and working harder, they quit.; Students are not prepared for college.; Laziness; Ethics ; Motivation ; Students not being prepared based on the classes they took in high school. Students going to college will most likely need to take Chemistry and possibly Physics depending on their major. Many students do not take Chemistry in high school which should be required along the college-prep track. Very few students take Physics even though they are taking math classes that would allow them success. Students will most



always take the easy road, or what they perceive as such, when faced with a more challenging course. The courses should not just be suggested but somewhat forced for the good of the student in the long run. Explaining and showing them the requirements of colleges in the content areas they want to explore would be beneficial.; Laziness; finances; Lack of personal responsibility.; Lack of parental support and the fact that many of the students have jobs after school and work many hours. Also lack of desire and/or motivation. ; Lack of knowledge and family dynamics, being first generation college students, poverty. ; The WILL and the WANT to do it. They must be motivated in order to achieve this goal. ; Laziness and quick money earned in menial jobs. ; I don't think that students always understand exactly how much dedication and self-discipline it requires to meet these types of goals.; College is more rigorous than high school, or at least college has different expectations. Due to our role as educators and de facto caregivers we are often tasked with dealing with students rather than simply educating them. As a former administrator used to say, "we take them all." Not everyone we have in class is here to learn, and that has an impact on their academic performance as well as the academic performance of their peers. ; Many are not academically inclined and do not have proper internal motivation to study and work hard to achieve academically. Many may struggle with this because of the severe problems that exist at home. ; Self-esteem

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

Students leave high school without the skills for the real world. They do not know how to function. They do not understand consequences for actions. They may be book smart but not street smart. Or vice versa. Many have never ; I feel gear up is a great program and promotes college readiness and prepare students for secondary education. ; Even though my husband and I are the first-generation to be college educated in our families, we clearly see that college is not for everyone and both encourage our students to seek further training after high school for realistic careers/professions that suit the students' interests and giftedness. This may mean a trade school instead of college. My husband works at a small college as an assistant professor and sees many students swallowed up in student debt while dropping out of college because they are not at all equipped academically for college-level courses although some have apparently been "passed along" in high schools and led to believe they needed to attend college though a trade school would have been more fitting and less expensive.; No comments