



School Name/County	Survey Type	Number of Respondents (N)
Nicholas County High School/ Nicholas County	School Personnel Survey	26

### School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	47
Surveys Received	26
<b>Estimated Response Rate (%)</b>	<b>55.3%</b>

### Results (Percentages) by Survey Question

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

	(%)
Grade 9	69.2%
Grade 10	69.2%
Grade 11	73.1%
Grade 12	57.7%

#### 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.	7.7%	0.0%	3.8%	23.1%	19.2%	46.2%	0.0%
At this school.	7.7%	3.8%	23.1%	19.2%	15.4%	26.9%	3.8%

#### 3. Are you a GEAR UP site coordinator?

	(%)
Yes	3.8%
No	96.2%

#### 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%	15.4%	57.7%	26.9%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	15.4%	42.3%	42.3%	0.0%
c. Students are encouraged to do their best.	0.0%	3.8%	38.5%	53.8%	3.8%
d. Teachers regularly talk to students about the importance of college.	0.0%	7.7%	53.8%	38.5%	0.0%



e. Students care about learning and getting a good education.	3.8%	26.9%	50.0%	19.2%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	7.7%	53.8%	38.5%	0.0%
g. Students are learning effective problem solving skills.	3.8%	11.5%	61.5%	19.2%	3.8%
h. Teachers are able to engage students in a rigorous curriculum	3.8%	26.9%	46.2%	15.4%	7.7%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	11.5%	53.8%	34.6%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	15.4%	57.7%	23.1%	3.8%
	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%	3.8%	38.5%	57.7%	0.0%
l. Parents are included in the college preparation process.	0.0%	0.0%	50.0%	50.0%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	38.5%	38.5%	19.2%	3.8%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	46.2%	53.8%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	7.7%	61.5%	30.8%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	15.4%	34.6%	50.0%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	7.7%	19.2%	30.8%	38.5%	3.8%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	3.8%	26.9%	46.2%	19.2%	3.8%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	11.5%	57.7%	30.8%	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%	37.5%	62.5%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	20.8%	79.2%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	16.7%	83.3%	0.0%	
d. I regularly talk to students about the importance of college.	0.0%	8.3%	33.3%	50.0%	8.3%	
e. Students care about learning and getting a good education.	0.0%	25.0%	50.0%	25.0%	0.0%	
f. Students are encouraged to set future college and career goals.	0.0%	4.2%	41.7%	50.0%	4.2%	
g. Students are learning effective problem solving skills.	0.0%	0.0%	50.0%	45.8%	4.2%	
h. I am able to engage students in a rigorous curriculum.	0.0%	8.3%	33.3%	54.2%	4.2%	
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	12.5%	20.8%	58.3%	8.3%	
j. The curriculum appropriately challenges most students.	0.0%	4.2%	45.8%	50.0%	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.	4.2%	4.2%	45.8%	45.8%	0.0%	
l. Parents are included in the college preparation process.	0.0%	20.8%	37.5%	33.3%	8.3%	
m. I am provided with professional development on the topics of college readiness and success.	4.2%	33.3%	41.7%	16.7%	4.2%	
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	8.3%	50.0%	41.7%	0.0%	
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	16.7%	37.5%	41.7%	4.2%	
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	16.7%	41.7%	41.7%	0.0%	
q. College messaging is integrated into events, including sports events or arts performances.	4.2%	25.0%	33.3%	33.3%	4.2%	
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	37.5%	33.3%	25.0%	4.2%	
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	8.3%	62.5%	29.2%	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%	3.8%	15.4%	65.4%	15.4%	3.8%
College savings plan/529	0.0%	26.9%	23.1%	34.6%	15.4%	0.0%
ACT/SAT	7.7%	3.8%	0.0%	34.6%	53.8%	0.0%
WV Higher Education Grant	3.8%	15.4%	23.1%	34.6%	23.1%	0.0%
Federal Grants, loans, work-study	0.0%	7.7%	19.2%	50.0%	23.1%	0.0%



College Selection (Match and Fit)	0.0%	3.8%	7.7%	46.2%	38.5%	3.8%
Scholarships (e.g., PROMISE or institutional)	3.8%	7.7%	3.8%	42.3%	42.3%	0.0%
Requirements for College Acceptance	0.0%	3.8%	3.8%	53.8%	38.5%	0.0%
The importance/Benefit of College Education	0.0%	0.0%	3.8%	15.4%	80.8%	0.0%
High School Graduation Requirements	0.0%	0.0%	7.7%	38.5%	50.0%	3.8%

**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).	7.7%	3.8%	30.8%	38.5%	7.7%	11.5%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	3.8%	34.6%	42.3%	19.2%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	3.8%	26.9%	50.0%	19.2%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	19.2%	15.4%	23.1%	19.2%	23.1%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	3.8%	7.7%	19.2%	26.9%	19.2%	23.1%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	0.0%	19.2%	15.4%	26.9%	23.1%	11.5%	3.8%

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

Teachers and counselors stress furthering education.; Too new to be able to answer this question; Several events are planned throughout the school year.; Keeping students motivated.; Open communication with students, college centered activities; Holding students accountable for their education and pushing them to want to learn more. ;Providing information to all students about post-secondary educational opportunities; Seeing the relevance and opportunity in our area or the ability to move elsewhere for opportunity.; Showing



them how it helps them succeed in the future; high expectations for all students; It is important to continue to promote the accessibility of college/technical schools to all our students.; Independent thinking, responsibility, respect, drive-wanting to accomplish goals.

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

Yes; Too new to answer this question; They remain the same.; I worry about the students not having textbooks to take home to encourage scholarship work.; Building as much college-going culture into the school through activities as much as possible.; N/A; I've learned that while the standards are all to prepare students for college, not all students will attend college; Not all kids should consider college. Some are not only desperately needed in vocational fields but are also much more suited to such and are not academics. Those students still need good basic groundwork of education to succeed, even if they are not college material. And not all students will remain at their current level of expectations. My husband was an average high school student who went on to achieve 2 master degrees and a doctorate - despite not having a college prep background.; They really haven't; I think it's important to remember that it's not only the "honor" students who are interested in college and that it's important to speak to all students and make sure that they know they can be successful in college.; Have not changed.

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

Building relationships with students and giving them personal information from my college experience.; Continue to work with MEPS and provide the ASVAB and Career Exploration program.; I encourage students constantly to evaluate options and plan to attend college.; I am a classroom teacher and try to encourage young minds.; I have become involved in building a college-going culture since I started working on the high school level 4 years ago and have become much more involved since I started as a site coordinator with Gear Up two years ago.; N/A; Teaching juniors and seniors, I attempt to discuss college as often as the curriculum allows; Encouraging students to consider all options and get the best basic groundwork that they can.; My direct interaction with the students. GEAR UP has provided more opportunities for students and teachers to discuss college.; Encourage students to set goals; My role is to encourage all students to explore/visit as many colleges/technical schools as is reasonably possible. I also believe students need to continue to be made aware of the large amount of money that is available to them once they commit to a post-secondary school.

**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	26.9%	11.5%	0.0%	3.8%	26.9%	23.1%	7.7%
Opportunities to participate in college visits	7.7%	7.7%	0.0%	0.0%	30.8%	42.3%	11.5%
Summer activities	19.2%	26.9%	0.0%	7.7%	26.9%	11.5%	7.7%
College Application and Exploration Week	7.7%	3.8%	0.0%	7.7%	42.3%	26.9%	11.5%
Provide information about college entrance requirements	3.8%	3.8%	0.0%	7.7%	38.5%	38.5%	7.7%



Career exploration activities	7.7%	11.5%	0.0%	11.5%	30.8%	30.8%	7.7%
Test preparation (e.g., ACT/SAT)	7.7%	7.7%	0.0%	0.0%	34.6%	42.3%	7.7%
Assistance with College Entrance Processes	7.7%	3.8%	0.0%	3.8%	38.5%	38.5%	7.7%
Assistance with completing financial aid forms (e.g., FAFSA)	7.7%	3.8%	0.0%	0.0%	30.8%	50.0%	7.7%
Teacher professional development about college awareness and success strategies	15.4%	11.5%	3.8%	15.4%	34.6%	11.5%	7.7%
Student Success Societies/Mentoring opportunities	7.7%	11.5%	0.0%	3.8%	46.2%	23.1%	7.7%
Faculty Senate Presentations	11.5%	7.7%	3.8%	30.8%	30.8%	7.7%	7.7%
College Decision Day and/or other college acceptance ceremonies/programming	3.8%	7.7%	3.8%	7.7%	30.8%	38.5%	7.7%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
3.8%	15.4%	50.0%	11.5%	7.7%	11.5%

**Please Elaborate:**

This is the first I have heard of it, but I am new to the school and our program seems to be the dumping ground for misfits although that is not what JROTC is supposed to be about.; When asked....; Students are out of AP class way too often for these activities. Field trips should be limited to 3 per year.; I am always involved because I am one of two site coordinators at my school.; I am a first-year teacher that started second semester. I mainly have Freshmen classes who do not go to GearUp Events.; As a classroom content teacher it is difficult to stop class to participate in gear up activities without shortchanging students; I teach, coach 2 sports and have many activities in the local church and community so I don't have lots of extra time to do the extra-curricular but I do whatever in-school activities that are already organized.; I have participated in all of the activities that have been scheduled for my students or the school as a whole. I have not attended all of the campus visits or summer activities.; Open House



**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.	3.8%	0.0%	0.0%	34.6%	53.8%	7.7%
I think GEAR UP is making a positive impact on my colleagues in my school.	7.7%	0.0%	3.8%	42.3%	34.6%	11.5%
GEAR UP activities are likely to be sustained after the grant ends.	7.7%	3.8%	19.2%	38.5%	19.2%	11.5%

**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%	3.8%	11.5%	46.2%	34.6%	3.8%
Mentoring	0.0%	0.0%	19.2%	38.5%	38.5%	3.8%
Academic Support	0.0%	0.0%	15.4%	34.6%	42.3%	7.7%
Financial Literacy	0.0%	3.8%	15.4%	38.5%	38.5%	3.8%
Partnership with Institutions of Higher Education	0.0%	0.0%	19.2%	42.3%	34.6%	3.8%
Community Support	0.0%	0.0%	23.1%	38.5%	30.8%	7.7%
College Visits	0.0%	7.7%	11.5%	42.3%	34.6%	3.8%
Access to College Professionals	0.0%	7.7%	23.1%	26.9%	34.6%	7.7%
Life Skills Development	3.8%	0.0%	19.2%	46.2%	26.9%	3.8%
College Application and Exploration Week	0.0%	3.8%	11.5%	42.3%	34.6%	3.8%
College Decision Day	0.0%	3.8%	7.7%	42.3%	38.5%	7.7%

**Please Elaborate:**

Funding helps rural schools.; It will be hard to financially support very many college visits with out funds and this is the only way many students see different colleges and the outside activities that Gear up students will be greatly reduced or done away with.; The professionals in the local community have always been available to come as guest speakers or career day volunteers and most teachers know students need certain skills so they try to incorporate or teach what they can, regardless of who needs to get credit; The only thing that might hinder is money.;



**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.	3.8%	34.6%	30.8%	15.4%	7.7%	7.7%
...will be eligible to apply to a postsecondary institution.	0.0%	19.2%	26.9%	26.9%	19.2%	7.7%
...can make an educational plan that will prepare them for college.	0.0%	15.4%	38.5%	26.9%	11.5%	7.7%
...can get good grades in their high school science classes.	0.0%	15.4%	34.6%	34.6%	7.7%	7.7%
...can get good grades in their high school math classes.	0.0%	19.2%	34.6%	26.9%	11.5%	7.7%
...can choose the high school classes needed to get into college.	0.0%	15.4%	15.4%	46.2%	15.4%	7.7%
...know enough about computers/ technology to get into college.	0.0%	11.5%	26.9%	26.9%	26.9%	7.7%
...can go to college after high school.	0.0%	19.2%	15.4%	38.5%	11.5%	15.4%
...could get A's and B's in college.	0.0%	26.9%	23.1%	23.1%	15.4%	11.5%
...could finish college and receive a college degree.	0.0%	23.1%	23.1%	38.5%	7.7%	7.7%

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

Money.; They do not have examples at home or family members encouraging them to do so.; Materials to inform.; lack of parental encouragement/involvement; Some students believe they cannot go to college due to lack of interest, cost, or unable to pass classes.; No self confidence in their abilities or positive role models; Lack of ability to plan and follow through. Self-responsibility is a huge problem as well; lack of discipline and decision-making skills; Lack of positive adult role models in their family support network; Not all students understand the need to prepare properly for a post-secondary education. Many avoid AP and other difficult courses and choose an easy path through school and often resist challenges that would prepare them for post-secondary life.; Students need more one on one advice for after graduation opportunities.

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

Money.; No Family Support; Money; lack of rigor and follow through in high school curriculum (High schools pass students along to graduate with their classes regardless of academic achievement.); Lack of motivation.; I believe they do not have good study or time management skills and get overwhelmed. They choose to give up on their goals instead of try to improve. ; Inability to balance social and course work at college (away from home); lack of discipline and decision making skills; Lack of family support; The students feel like it is too much trouble. They are happy to work part time fast food or grocery store jobs. They do not see the importance of education for the future.

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



No comments listed.