



School Name/County	Survey Type	Number of Respondents (N)
Tug Valley High School/ Mingo County	School Personnel Survey	22

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	34
Surveys Received	22
Estimated Response Rate (%)	64.7%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	68.2%
Grade 10	86.4%
Grade 11	86.4%
Grade 12	95.5%

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.	0.0%	0.0%	18.2%	4.5%	27.3%	45.5%	4.5%
At this school.	18.2%	13.6%	36.4%	9.1%	13.6%	9.1%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	4.5%
No	95.5%

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 (%)
RIGOR AND EXPECTATIONS					
a. Creativity and original thinking are highly valued.	0.0%	0.0%	54.5%	45.5%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	4.5%	50.0%	45.5%	0.0%
c. Students are encouraged to do their best.	0.0%	0.0%	40.9%	59.1%	0.0%
d. Teachers regularly talk to students about the importance of college.	0.0%	0.0%	50.0%	45.5%	4.5%



e. Students care about learning and getting a good education.	0.0%	22.7%	59.1%	18.2%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	4.5%	50.0%	45.5%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	81.8%	18.2%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	0.0%	63.6%	31.8%	4.5%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	4.5%	54.5%	40.9%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	4.5%	45.5%	50.0%	0.0%
	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%	50.0%	50.0%	0.0%
l. Parents are included in the college preparation process.	0.0%	9.1%	54.5%	36.4%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	0.0%	9.1%	63.6%	27.3%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	59.1%	40.9%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	9.1%	59.1%	31.8%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	4.5%	36.4%	59.1%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	9.1%	72.7%	13.6%	4.5%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	0.0%	18.2%	68.2%	13.6%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	68.2%	27.3%	4.5%

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%	0.0%	50.0%	50.0%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	33.3%	66.7%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	44.4%	55.6%	0.0%
d. I regularly talk to students about the importance of college.	0.0%	0.0%	44.4%	55.6%	0.0%
e. Students care about learning and getting a good education.	0.0%	11.1%	66.7%	22.2%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	50.0%	50.0%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	66.7%	33.3%	0.0%
h. I am able to engage students in a rigorous curriculum.	0.0%	0.0%	55.6%	44.4%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	50.0%	50.0%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	38.9%	61.1%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	0.0%	5.6%	55.6%	38.9%	0.0%
l. Parents are included in the college preparation process.	0.0%	16.7%	66.7%	16.7%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	0.0%	11.1%	72.2%	16.7%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	0.0%	66.7%	33.3%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	0.0%	61.1%	38.9%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	44.4%	55.6%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	5.6%	83.3%	11.1%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	5.6%	66.7%	27.8%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	61.1%	38.9%	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%	4.5%	13.6%	50.0%	31.8%	0.0%
College savings plan/529	0.0%	22.7%	36.4%	31.8%	9.1%	0.0%
ACT/SAT	4.5%	4.5%	13.6%	36.4%	40.9%	0.0%
WV Higher Education Grant	0.0%	18.2%	13.6%	36.4%	31.8%	0.0%
Federal Grants, loans, work-study	0.0%	4.5%	27.3%	31.8%	36.4%	0.0%



College Selection (Match and Fit)	0.0%	13.6%	13.6%	31.8%	40.9%	0.0%
Scholarships (e.g., PROMISE or institutional)	0.0%	4.5%	18.2%	50.0%	27.3%	0.0%
Requirements for College Acceptance	0.0%	4.5%	13.6%	36.4%	45.5%	0.0%
The importance/Benefit of College Education	9.1%	4.5%	13.6%	13.6%	59.1%	0.0%
High School Graduation Requirements	4.5%	0.0%	9.1%	27.3%	59.1%	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).	0.0%	9.1%	4.5%	59.1%	18.2%	9.1%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	4.5%	4.5%	31.8%	40.9%	18.2%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	4.5%	27.3%	50.0%	18.2%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	13.6%	54.5%	18.2%	13.6%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	4.5%	0.0%	13.6%	50.0%	18.2%	13.6%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	4.5%	0.0%	22.7%	36.4%	27.3%	9.1%	0.0%

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

Emphasize the importance and encourage students.; Seeing more success story's from local people rather than kids continuing a negative cycle. ; The most important aspect to building a college-going culture at my school is emphasizing that college does not only apply to 4-year institutions.; having teachers and staff that have the ability to communicate information about college, who support. and believe in building a college going culture. ;The ability to make students college ready.; college visitations and guest speakers; We need to convince the



students in this area that college is an option.;Develop attitudes about needing college; Keeping students engaged in rigorous activity; Getting parents invested as well.; I believe by making college the norm, we are instilling it into our students' minds. Therefore, hanging college pennants, stickers, etc. to get students interested is very important. We WANT them to be asking questions. Additionally, incorporating college readiness into every event proves that we know it is a big deal.; Communication; Information. The more information you can give to the students, the more plans they will make.

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

n/a;Including all staff is essential. I would previously only communicate college going efforts to the cohort and senior classes. Now I involve all staff in email updates and information.; My beliefs have never changed it is important for people to have a higher education, so they can live in today's society.; they have remained about the same; I found that most of our students are struggling to be successful in college.; I have witnessed more emphasis on the importance of college.; I am not as idealistic as I used to be, not every student should be pushed to go to college but most could do some type of post-secondary training or college.; I've always seen the need for parent investment.; Somewhat; I think we have encouraged more students to attend college/trade school/etc.

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

1st year here; I play a large role in building a college-going culture at my school. I have planned and assisted in planning for many events informing students and parents of the importance of post-secondary education. I coordinate guest speakers from various businesses and the military to educate students on their choices for furthering their education.; I feel that I am on the front line working to actively build a college going culture. Working with students, staff and parents to involve them and inform them of opportunities available.;I support Gear Up and glad it is in high schools. ; I need to explain how college affected my life and the importance of it to their lives.; I want to continue being a mentor.;To stress the importance of college and exposing students to the advantages of college.; I am a teacher, therefore I am part of the scaffolding. ; My role is to encourage students to go for the type of schooling or training they will need to achieve their goals.; guiding, discussion. My role hasn't changed.;I think that Gear Up encourages our counselors and staff to assist the students more than they normally would. I think Gear Up is a positive presence at our 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	9.1%	13.6%	4.5%	9.1%	45.5%	9.1%	9.1%
Opportunities to participate in college visits	0.0%	9.1%	0.0%	13.6%	27.3%	45.5%	4.5%
Summer activities	4.5%	27.3%	0.0%	13.6%	31.8%	13.6%	9.1%
College Application and Exploration Week	0.0%	22.7%	0.0%	4.5%	45.5%	22.7%	4.5%
Provide information about college entrance requirements	0.0%	13.6%	0.0%	13.6%	50.0%	18.2%	4.5%



Career exploration activities	0.0%	13.6%	0.0%	18.2%	50.0%	13.6%	4.5%
Test preparation (e.g., ACT/SAT)	0.0%	9.1%	0.0%	4.5%	45.5%	36.4%	4.5%
Assistance with College Entrance Processes	0.0%	13.6%	4.5%	13.6%	40.9%	22.7%	4.5%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	13.6%	4.5%	9.1%	31.8%	36.4%	4.5%
Teacher professional development about college awareness and success strategies	0.0%	22.7%	4.5%	13.6%	45.5%	9.1%	4.5%
Student Success Societies/Mentoring opportunities	0.0%	18.2%	4.5%	9.1%	50.0%	13.6%	4.5%
Faculty Senate Presentations	0.0%	13.6%	0.0%	13.6%	59.1%	9.1%	4.5%
College Decision Day and/or other college acceptance ceremonies/programming	0.0%	13.6%	0.0%	4.5%	40.9%	36.4%	4.5%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
0.0%	18.2%	45.5%	27.3%	4.5%	4.5%

Please Elaborate:

chaperoned field trips ; I coordinate/ participate in all GU activities at my school; Gear up is at our school and our coordinators do a fine job. ; When I have the opportunity I participate.; I help with college applications, FAFSA, and college tours.

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.	0.0%	0.0%	9.1%	45.5%	40.9%	4.5%
I think GEAR UP is making a positive impact on my colleagues in my school.	0.0%	0.0%	4.5%	59.1%	31.8%	4.5%
GEAR UP activities are likely to be sustained after the grant ends.	4.5%	9.1%	13.6%	50.0%	18.2%	4.5%



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%	9.1%	27.3%	36.4%	18.2%	9.1%
Mentoring	0.0%	18.2%	18.2%	36.4%	18.2%	9.1%
Academic Support	0.0%	9.1%	22.7%	36.4%	22.7%	9.1%
Financial Literacy	0.0%	9.1%	27.3%	31.8%	22.7%	9.1%
Partnership with Institutions of Higher Education	0.0%	4.5%	36.4%	31.8%	18.2%	9.1%
Community Support	0.0%	9.1%	31.8%	36.4%	13.6%	9.1%
College Visits	0.0%	18.2%	22.7%	31.8%	18.2%	9.1%
Access to College Professionals	4.5%	9.1%	22.7%	40.9%	13.6%	9.1%
Life Skills Development	4.5%	13.6%	22.7%	36.4%	13.6%	9.1%
College Application and Exploration Week	0.0%	9.1%	18.2%	50.0%	13.6%	9.1%
College Decision Day	0.0%	4.5%	22.7%	40.9%	18.2%	13.6%

Please Elaborate:

i'm not sure; After the GU grant has ended our county will not be able to afford to take college visits, job site visits, mentoring, or tutoring. ; The groundwork has been laid and will continue.
; Money would not be available without the support of GEAR UP; If support is not present, it may not be pushed as hard.

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.	13.6%	13.6%	50.0%	18.2%	0.0%	4.5%
...will be eligible to apply to a postsecondary institution.	4.5%	9.1%	36.4%	31.8%	9.1%	9.1%
...can make an educational plan that will prepare them for college.	4.5%	13.6%	36.4%	31.8%	4.5%	9.1%
...can get good grades in their high school science classes.	4.5%	18.2%	36.4%	31.8%	4.5%	4.5%
...can get good grades in their high school math classes.	4.5%	13.6%	54.5%	18.2%	4.5%	4.5%
...can choose the high school classes needed to get into college.	4.5%	9.1%	45.5%	27.3%	9.1%	4.5%
...know enough about computers/ technology to get into college.	0.0%	13.6%	40.9%	36.4%	4.5%	4.5%
...can go to college after high school.	0.0%	18.2%	27.3%	45.5%	4.5%	4.5%
...could get A's and B's in college.	4.5%	22.7%	50.0%	9.1%	9.1%	4.5%



...could finish college and receive a college degree.	4.5%	18.2%	45.5%	22.7%	4.5%	4.5%
---	------	-------	-------	-------	------	------

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

Parents. Home-life. Low expectations.; Lack of support and encouragement at home; Financial; family support; Belief in themselves; Parent's background and support; The culture of the area which students live.; A sense of entitlement that has been bred into them.; It is not encouraged at home.; If know one has talked in detail with them at school, to understand how many opportunities are really out there.

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

Parents. Home-life. Low expectations.; Lack of support/ resources/ knowledge and understand at home; Financial difficulties; family support; Financial; If they encounter a problem, giving up instead of pressing on.; Family issues; Pampered, babies!; Lack of support.; Most all students have never been on their own before & they have never been responsible to get their schoolwork completed without reminders from their parents or teachers. And Procrastination in their school work

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

No comments listed.