



School Name/County	Survey Type	Number of Respondents (N)
Point Pleasant Junior Senior High School/ Mason County	School Personnel Survey	31

### School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	71
Surveys Received	31
Estimated Response Rate (%)	43.7%

### Results (Percentages) by Survey Question

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

	(%)
Grade 9	87.1%
Grade 10	74.2%
Grade 11	87.1%
Grade 12	67.7%

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.	3.2%	3.2%	9.7%	32.3%	25.8%	25.8%	0.0%
At this school.	6.5%	16.1%	25.8%	29.0%	19.4%	0.0%	3.2%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	0.0%
No	100.0%

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%	6.5%	74.2%	19.4%	0.0%
b. Teachers expect all students' to succeed academically.	0.0%	3.2%	64.5%	32.3%	0.0%
c. Students are encouraged to do their best.	0.0%	3.2%	54.8%	38.7%	3.2%
d. Teachers regularly talk to students about the importance of college.	0.0%	3.2%	67.7%	29.0%	0.0%



e. Students care about learning and getting a good education.	6.5%	16.1%	58.1%	19.4%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	74.2%	25.8%	0.0%
g. Students are learning effective problem solving skills.	0.0%	22.6%	64.5%	12.9%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	0.0%	22.6%	61.3%	16.1%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	9.7%	54.8%	29.0%	6.5%
j. The curriculum appropriately challenges most students.	0.0%	12.9%	74.2%	12.9%	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%	12.9%	61.3%	25.8%	0.0%
l. Parents are included in the college preparation process.	3.2%	9.7%	74.2%	12.9%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	3.2%	9.7%	77.4%	9.7%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	3.2%	74.2%	22.6%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	3.2%	80.6%	16.1%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	6.5%	22.6%	48.4%	22.6%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	3.2%	32.3%	41.9%	22.6%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	6.5%	12.9%	71.0%	9.7%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	16.1%	64.5%	19.4%	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%	55.6%	44.4%	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%	29.6%	70.4%	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.	3.7%	11.1%	63.0%	22.2%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	0.0%	66.7%	33.3%	0.0%
g. Students are learning effective problem solving skills.	0.0%	3.7%	70.4%	25.9%	0.0%
h. I am able to engage students in a rigorous curriculum.	0.0%	14.8%	59.3%	25.9%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	3.7%	63.0%	29.6%	3.7%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	66.7%	33.3%	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%	14.8%	55.6%	29.6%	0.0%
l. Parents are included in the college preparation process.	3.7%	14.8%	63.0%	18.5%	0.0%
m. I am provided with professional development on the topics of college readiness and success.	3.7%	22.2%	48.1%	25.9%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	7.4%	63.0%	29.6%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	18.5%	59.3%	22.2%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	3.7%	29.6%	44.4%	22.2%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	3.7%	22.2%	55.6%	18.5%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	0.0%	25.9%	48.1%	25.9%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	11.1%	59.3%	29.6%	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	3.2%	3.2%	19.4%	48.4%	25.8%	0.0%
College savings plan/529	3.2%	22.6%	38.7%	29.0%	6.5%	0.0%
ACT/SAT	6.5%	0.0%	12.9%	32.3%	45.2%	0.0%
WV Higher Education Grant	3.2%	22.6%	19.4%	35.5%	19.4%	0.0%
Federal Grants, loans, work-study	3.2%	9.7%	25.8%	25.8%	35.5%	3.2%



College Selection (Match and Fit)	6.5%	3.2%	25.8%	41.9%	22.6%	0.0%
Scholarships (e.g., PROMISE or institutional)	3.2%	6.5%	32.3%	25.8%	32.3%	0.0%
Requirements for College Acceptance	9.7%	3.2%	16.1%	38.7%	32.3%	0.0%
The importance/Benefit of College Education	12.9%	0.0%	3.2%	19.4%	64.5%	0.0%
High School Graduation Requirements	9.7%	0.0%	9.7%	35.5%	45.2%	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).	9.7%	29.0%	19.4%	32.3%	6.5%	3.2%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	3.2%	25.8%	45.2%	25.8%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	3.2%	25.8%	38.7%	29.0%	3.2%
I offer students supplemental instructional support to prepare them for postsecondary options.	0.0%	0.0%	6.5%	54.8%	19.4%	19.4%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	3.2%	3.2%	22.6%	38.7%	25.8%	6.5%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	3.2%	12.9%	32.3%	32.3%	12.9%	6.5%	0.0%

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

Gear Up Tuesday means everyone wears college t-shirts, Teachers hang pennants in their rooms, Field trips are available; Having the parents buy into the idea that even if they did not go to college, that their children can have that opportunity.; Students that are interested in topics that are college related.; There is a high degree of apathy among the parents who have not attended college and little emphasis on education at home. This lack of enthusiasm is brought to the school by the students. If we could get some parents to "buy in" to the idea



that their child can succeed in college; it would improve and sustain our college-going culture at our school.; Discussions about the importance of a college education and having a career that you will enjoy and a career that will provide enough income to support yourself and a future family.;Discussing the importance of furthering their learning.; start in earlier grades, not wait until junior high ...and then little to no student support services except by a few teachers; Talking about all there is to offer. Even schools of technology and vocational training as well.; Prompting students to start thinking about their futures early and to start thinking about how what they like to do might be a possible career option. Then turning their interests into action plans to achieve their goals.;College visits.; Modeling of the positive traits of those with college degrees or even some college experience.; providing multiple sources of information; Understand that not everyone wants or needs to go to college; Giving students examples of other students that have gone to a college(s) and succeeded. ; Discussing the importance of college with the students when working with them planning their schedules.;First, define what we mean by college. Are we speaking strictly of a four year university or are we speaking about any form of higher education. Because in my opinion that should be our goal: Our mission should be to make sure students are prepared for adulthood and become productive members of society no matter what form of higher education they pursue.

Secondly, we need to reach out to our community with that message and let parents, businesses, community leaders and organizations that we are all tied together in creating successful students. ; resources; Providing experiences and information to students regarding various colleges.;

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

Students must fit their personalities to the place/program; My beliefs have increased.; All forms of post secondary education are important.; I used to think it was all about exposing students to the possibilities but I now realize that the realities of the opportunities is often diminished when the students discuss going to college with their families.; Learning is a life-long goal.;Not entirely; all post secondary education is a form of college.... from one week of a certificate program and up (including military service); I have learned how important it is to make it clear to the students that you can be on a professional pathway but also take technical career classes as well.; I don't think my beliefs have changed.;It has not changed. Careers are important.; I realize the importance of trade schools should be touted as much as college.;Understanding that not everyone needs or wants to go to college; I still talk about going on to college but also add some type of training beyond high school. ; It hasn't changed much. But, I do believe we have to allow students to know about trade schools.;We are just now realizing that our students needs have changed. Yes they must be prepared for the most technologically advance world that has ever existed, and that they must function appropriately and efficiently within in that world. We are also realizing that success does not necessarily mean a traditional four year university. Our goal should be any form of higher education.; it has stayed the same; College day and field trip experiences to various colleges has helped inform students of opportunities available to them thru out the state.;

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

I am working as a GEAR UP helper this year. I am chaperoning and in charge of HEROS this year.; I am a facilitator of knowledge about going to college as well as a promoter of skills needed for after high school.; I use my experience to recruit for colleges.; I cannot control what happens outside of school so I do my best to promote the idea that post secondary education is a real option to all students who want to work towards that goal regardless of the family income or education level of their parents.; As a links advisor, I help students learn skills to help them with the ACT and SAT. I encourage students to do their best on every test and assignment. I encourage them to think about their future and the choices that they make today that could affect their future at a job or college. Gear up has provided many opportunities for students to visit college campuses.;Answering questions students have about college.; I wish more of my fellow staff would support GEAR UP and not devalue



so many student's desires for college; I work with Deaf and HH students and my role is to make sure they are educated about their options and what is legally available to them to succeed in life.; My role as a teacher is to help students recognize the benefits of a college education and to help them to see how their interests can become a career and how to make an action plan to achieve their goals. I don't see that GEAR UP has changed my role.; none; I meet with students in class to discuss career paths.; Being a GEAR UP school provides more opportunities for our students; however, I do not believe it affects my role.; support; My role has not changed. My role is to help those who struggle with what they want to do and help them find resources to explore what they want to do.; Sharing with students my college background. ; My role has changed the last few years upon becoming an administrator and working with the schedule. ;I still believe that my role is to connect with kids, share my experiences, make sure they understand the things that will make them successful human beings.; providing information/resources; Continue to provide support to students related to college choice and programs available to them thru out the state.;

**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	6.5%	16.1%	0.0%	22.6%	35.5%	16.1%	3.2%
Opportunities to participate in college visits	3.2%	22.6%	0.0%	9.7%	22.6%	38.7%	3.2%
Summer activities	9.7%	29.0%	0.0%	29.0%	12.9%	12.9%	6.5%
College Application and Exploration Week	6.5%	19.4%	3.2%	12.9%	32.3%	19.4%	6.5%
Provide information about college entrance requirements	6.5%	12.9%	0.0%	19.4%	29.0%	25.8%	6.5%
Career exploration activities	6.5%	12.9%	0.0%	22.6%	29.0%	22.6%	6.5%
Test preparation (e.g., ACT/SAT)	3.2%	19.4%	0.0%	3.2%	29.0%	38.7%	6.5%
Assistance with College Entrance Processes	3.2%	19.4%	0.0%	19.4%	22.6%	29.0%	6.5%
Assistance with completing financial aid forms (e.g., FAFSA)	3.2%	19.4%	0.0%	16.1%	16.1%	38.7%	6.5%
Teacher professional development about college awareness and success strategies	12.9%	19.4%	0.0%	16.1%	32.3%	12.9%	6.5%
Student Success Societies/Mentoring opportunities	16.1%	25.8%	0.0%	12.9%	22.6%	16.1%	6.5%
Faculty Senate Presentations	9.7%	16.1%	0.0%	35.5%	22.6%	9.7%	6.5%
College Decision Day and/or other college acceptance ceremonies/programming	6.5%	16.1%	3.2%	19.4%	25.8%	22.6%	6.5%



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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
22.6%	29.0%	32.3%	6.5%	6.5%	3.2%

**Please Elaborate:**

I am the HERO advisor ; I have other obligations, but I support the work of GEAR UP and their efforts throughout the school by encouraging my students to aspire to go to college, keeping them on a college-ready track, and sending them to a GEAR UP representative when I do not have the answers.; Throughout the year I remind each class about GEARUP events such as College Day, completing the FASFA, and upcoming college visits.; I have only had opportunity for one college visit. I would like to visit more colleges or universities in the future.; I am not a coordinator and I do not have the students that GEAR UP is meant to help.; I help when I am able and free.; If I know of it, and am not scheduled elsewhere...I will support them!; ; I participate as time allows.; I encourage students to go to tutoring and to participate in college awareness week and college signing day.; Whenever the need arises.; I helped supervise a college campus visit. ; I've not be asked to help or chaperon.; I have never been asked; Chaperone

**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.	6.5%	0.0%	0.0%	58.1%	32.3%	3.2%
I think GEAR UP is making a positive impact on my colleagues in my school.	9.7%	0.0%	9.7%	51.6%	25.8%	3.2%
GEAR UP activities are likely to be sustained after the grant ends.	3.2%	3.2%	29.0%	45.2%	9.7%	9.7%

**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%	3.2%	25.8%	51.6%	16.1%	3.2%
Mentoring	0.0%	0.0%	25.8%	51.6%	19.4%	3.2%
Academic Support	0.0%	0.0%	16.1%	54.8%	25.8%	3.2%
Financial Literacy	0.0%	3.2%	32.3%	41.9%	19.4%	3.2%
Partnership with Institutions of Higher Education	0.0%	0.0%	29.0%	48.4%	19.4%	3.2%
Community Support	0.0%	3.2%	35.5%	48.4%	9.7%	3.2%
College Visits	0.0%	3.2%	22.6%	51.6%	19.4%	3.2%



Access to College Professionals	0.0%	3.2%	35.5%	51.6%	6.5%	3.2%
Life Skills Development	0.0%	0.0%	32.3%	48.4%	16.1%	3.2%
College Application and Exploration Week	0.0%	3.2%	19.4%	54.8%	19.4%	3.2%
College Decision Day	0.0%	3.2%	16.1%	54.8%	19.4%	6.5%

**Please Elaborate:**

Our school is highly dedicated to the success of all students and preparing them for life outside of this institution. Our faculty members and administration will continue the efforts provided by the GEAR UP program and hopefully improve on any areas of need.; We would still perform some activities but the frequency with which they occur would be greatly diminished.; Without a GEAR UP coordinator, I don't think a staff member will step up to continue the GEAR UP driven activities. Possibly the counselors could or would.; I marked those answers in hopes that those things will continue. I have no idea or control over if they will or not.;

**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%	22.6%	58.1%	12.9%	3.2%	3.2%
...will be eligible to apply to a postsecondary institution.	0.0%	3.2%	45.2%	45.2%	3.2%	3.2%
...can make an educational plan that will prepare them for college.	0.0%	6.5%	45.2%	25.8%	9.7%	12.9%
...can get good grades in their high school science classes.	0.0%	9.7%	61.3%	19.4%	6.5%	3.2%
...can get good grades in their high school math classes.	0.0%	16.1%	64.5%	12.9%	3.2%	3.2%
...can choose the high school classes needed to get into college.	0.0%	6.5%	45.2%	38.7%	6.5%	3.2%
...know enough about computers/ technology to get into college.	0.0%	3.2%	32.3%	51.6%	9.7%	3.2%
...can go to college after high school.	0.0%	3.2%	48.4%	41.9%	3.2%	3.2%
...could get A's and B's in college.	0.0%	16.1%	54.8%	25.8%	0.0%	3.2%
...could finish college and receive a college degree.	0.0%	9.7%	45.2%	41.9%	0.0%	3.2%

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

lack of parental support; I think values at home are slipping and causing significant deficits in students from setting high expectations for themselves. Teachers often feel like they are swimming upstream against the current of indifference.; Many students do not make long term goals and do not think of the world outside of their home county.; Encourage from family members.; Lack of expectation from home.; school counselors collaboratively working with staff, student and family; Fear of failure, or a belief they cannot succeed.; Not being taught consistency; Many students do not have parents that attended college or did well in high school so they do not see college as an option.; Family.; Drugs, parental issues, money, no one encouraging them at home





to break the cycle.; Lack of initiative; I feel that many students don't see it as needed. ; Not knowing what is expected of them in college.; Low socioeconomic status; motivation; Financial cost ;

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

money, support from home; Family or home life. We have a significant amount of students that have insufficient parental guidance or structure to keep them motivated towards achieving the goals we set for them at school. ; Many families in our county just do not put the emphasis on education that would make getting good grades important to their student. The parents are content to just have their child do well enough to get by.; Financial support from family.; SES; support encouragement staff listening/observing closely so as to overcome obstacles; Lack of clear goals and/or lack of good motivation. ; Not being taught consistency; Many students do not have parents that attended college or did well in high school so they do not see college as an option.; lifestyle.; Some lack motivation and commitment to stick it out.; Lack of funding and initiative; I feel that students don't prepare themselves as well as they could. They don't take high school serious and then college is too hard and they don't continue. ; Parents not encouraging their children to go to college. ; Not understanding the commitment needed to be successful; finances; Financial cost

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

We are fighting a battle with a largely apathetic, low expectation community. There is great emphasis on athletics, 4H competition at the county fairs, and various pageants. However, only about 15%-20% of our students come from homes that push their students to excel academically.; ; Low income, lack of support from family members, transportation, lack of confidence, etc prevent many students from applying for college.; so much potential; GEAR UP is a wonderful program for our school. Many students do not plan to attend college or do not know how to go about applying to college and for financial aid.