



School Name/County	Survey Type	Number of Respondents (N)
Wahama High School/ Mason County	School Personnel Survey	19

School Level Response Rates:

Estimated Number of Faculty Members (teachers, administrators, counselors)	27
Surveys Received	19
Estimated Response Rate (%)	70.4%

Results (Percentages) by Survey Question

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

	(%)
Grade 9	73.7%
Grade 10	89.5%
Grade 11	78.9%
Grade 12	89.5%

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.	5.3%	5.3%	5.3%	21.1%	26.3%	36.8%	0.0%
At this school.	5.3%	5.3%	26.3%	10.5%	31.6%	21.1%	0.0%

3. Are you a GEAR UP site coordinator?

	(%)
Yes	5.3%
No	94.7%

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.	10.5%	0.0%	36.8%	52.6%	0.0%
b. Teachers expect all students' to succeed academically.	5.3%	0.0%	31.6%	63.2%	0.0%
c. Students are encouraged to do their best.	5.3%	0.0%	15.8%	73.7%	5.3%
d. Teachers regularly talk to students about the importance of college.	5.3%	5.3%	31.6%	57.9%	0.0%



e. Students care about learning and getting a good education.	5.3%	0.0%	63.2%	31.6%	0.0%
f. Students are encouraged to set future college and career goals.	5.3%	0.0%	21.1%	73.7%	0.0%
g. Students are learning effective problem solving skills.	5.3%	0.0%	63.2%	31.6%	0.0%
h. Teachers are able to engage students in a rigorous curriculum	5.3%	0.0%	57.9%	36.8%	0.0%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	5.3%	0.0%	21.1%	73.7%	0.0%
j. The curriculum appropriately challenges most students.	5.3%	0.0%	31.6%	63.2%	0.0%
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	No Response (%)
VISUAL CUES AND MATERIAL RESOURCES					
k. College pennants, banners, and posters are visible.	5.3%	5.3%	36.8%	52.6%	0.0%
l. Parents are included in the college preparation process.	0.0%	5.3%	31.6%	63.2%	0.0%
m. School staff are provided with professional development on the topics of college readiness and success.	5.3%	5.3%	47.4%	42.1%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	5.3%	26.3%	68.4%	0.0%
o. Teachers include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	10.5%	47.4%	42.1%	0.0%
p. Teachers are provided information about the school's college-going rate and FAFSA completion rates.	0.0%	5.3%	31.6%	63.2%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	15.8%	36.8%	47.4%	0.0%
r. Teachers engage in ongoing professional development about ways to promote college readiness.	5.3%	5.3%	52.6%	36.8%	0.0%
s. Teachers are equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	47.4%	52.6%	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%	0.0%	23.5%	76.5%	0.0%
b. I expect all students to succeed academically.	0.0%	0.0%	23.5%	76.5%	0.0%



c. Students are encouraged to do their best.	0.0%	0.0%	17.6%	82.4%	0.0%
d. I regularly talk to students about the importance of college.	5.9%	0.0%	23.5%	70.6%	0.0%
e. Students care about learning and getting a good education.	0.0%	0.0%	35.3%	64.7%	0.0%
f. Students are encouraged to set future college and career goals.	0.0%	5.9%	29.4%	64.7%	0.0%
g. Students are learning effective problem solving skills.	0.0%	0.0%	29.4%	70.6%	0.0%
h. I am able to engage students in a rigorous curriculum.	0.0%	0.0%	29.4%	64.7%	5.9%
i. Advanced (i.e., honors, pre-AP, etc.) courses are appropriately rigorous	0.0%	0.0%	29.4%	70.6%	0.0%
j. The curriculum appropriately challenges most students.	0.0%	0.0%	23.5%	76.5%	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%	11.8%	41.2%	47.1%	0.0%
l. Parents are included in the college preparation process.	0.0%	11.8%	47.1%	35.3%	5.9%
m. I am provided with professional development on the topics of college readiness and success.	5.9%	5.9%	41.2%	47.1%	0.0%
n. Students have access to the information and resources they need to support their college attendance decisions.	0.0%	11.8%	35.3%	52.9%	0.0%
o. I include visual cues to encourage discussions about their college experience (e.g., posters, pennants).	0.0%	11.8%	29.4%	58.8%	0.0%
p. I am provided information about the school's college-going rate and FAFSA completion rates.	0.0%	0.0%	35.3%	64.7%	0.0%
q. College messaging is integrated into events, including sports events or arts performances.	0.0%	11.8%	35.3%	52.9%	0.0%
r. I engage in ongoing professional development about ways to promote college readiness.	5.9%	5.9%	35.3%	52.9%	0.0%
s. I am equipped with the knowledge to assist students in the transition from high school to college.	0.0%	0.0%	47.1%	52.9%	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	5.3%	15.8%	0.0%	36.8%	42.1%	0.0%
College savings plan/529	10.5%	15.8%	10.5%	36.8%	26.3%	0.0%
ACT/SAT	5.3%	10.5%	5.3%	15.8%	63.2%	0.0%
WV Higher Education Grant	10.5%	21.1%	15.8%	31.6%	21.1%	0.0%
Federal Grants, loans, work-study	5.3%	15.8%	5.3%	36.8%	31.6%	0.0%



College Selection (Match and Fit)	10.5%	5.3%	15.8%	42.1%	26.3%	0.0%
Scholarships (e.g., PROMISE or institutional)	5.3%	15.8%	15.8%	15.8%	47.4%	0.0%
Requirements for College Acceptance	10.5%	5.3%	10.5%	26.3%	47.4%	0.0%
The importance/Benefit of College Education	15.8%	5.3%	0.0%	5.3%	73.7%	0.0%
High School Graduation Requirements	10.5%	15.8%	0.0%	21.1%	52.6%	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).	15.8%	26.3%	10.5%	21.1%	21.1%	5.3%	0.0%
I have individual discussions with students about what they want to do with their futures.	0.0%	0.0%	5.3%	26.3%	36.8%	31.6%	0.0%
I talk with students about their plans for college or work after high school.	0.0%	0.0%	5.3%	10.5%	57.9%	26.3%	0.0%
I offer students supplemental instructional support to prepare them for postsecondary options.	5.3%	0.0%	10.5%	21.1%	36.8%	26.3%	0.0%
I offer or incorporate class time to support college preparation efforts at my school.	5.3%	0.0%	21.1%	26.3%	26.3%	21.1%	0.0%
I talk with parents about their ability to help prepare their student(s) for postsecondary education.	5.3%	5.3%	15.8%	42.1%	15.8%	15.8%	0.0%

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

Education and training after high school needs to become a priority for everyone dealing with high school students. Getting our students prepared for the outside world needs to be embedded in our mission.; Encouraging students to seek all financial and educational opportunities; College visual clues that lead to topics of college interest.; Everyone providing the same message and supporting the efforts.; Parental and Admin support;I don't think we should necessarily be promoting a "college-going culture" at our school. These students



shouldn't be expected to know what they want to do with the rest of their lives in the eighth grade. I think that we should instead shift our focus to including a message on career readiness as well. Many of these kids have no business going to college, because all they will do is flunk out and land in a massive pile of debt. Until college becomes more affordable for everyone, I don't think we should be pushing it as the end all be all solution to life after high school.; IN-services; Rigor lessons and good rapport; Motivation;RIGOR AND EXPECTATIONS

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

Not everyone needs to attend a 4 year program.; I understand more and more how critical it is for high school educators to present the importance of higher education to students. Educators might be the only adults encouraging students to pursue careers and training after high school.; I realize the need for skills education, as well as, college curriculum studies.; Focusing more time and effort in helping students and staff understand that certificate programs, technical colleges, associate degrees are a viable option, especially for those who may not see themselves completing 4 years of college. Plus, research shows that a great deal of good paying jobs only require some post-secondary education.; Havent;They haven't that much. I've always encouraged kids to go to college if that's what they want to do, but I've equally encouraged kids that want to get a welding certificate instead. ; Hasn't; Additional AP courses and college visits; Put more energy into motivating students;INCREASED

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

Encouraging students to see some kind of training after school.; It is my role to educate students and to assist students in planning for their future. It is also my role to explain the importance of education and training after high school.; My role has changed in that I am currently teaching a testing strategies class to prepare students for college entrance exams, mainly using Testive, a Gear Up program.; I would love to be an ambassador of education and represent my college on our High School Campus. By being an ambassador, I could give out lanyards, pennants, T-shirt contest to represent my college.; I believe the overall energy in regards to a college going culture has changed in our building. More encouragement and support from all staff. An increase in celebrating those students who choose to further their education after high school has helped build that energy level.; I am a support person;I don't see it as part of my role. My role is to teach them the skills they need to be creative thinkers and problem solvers who can write well enough to produce a resume that gets them a job. If some of them go to college, great. I hope they can afford it. I'll probably be drowning in debt for the rest of my life, and all the while I will be constantly devalued, demoralized and EXPECTED to do work outside of my 8 hour day for no pay. That's what my degree has done for me.; Really don't see that it helps.; more exposure to colleges; Encourage students to look for a career they will like and want to learn about, make sure they can live with their choices.;THE ROLE TO PROMOTE COLLEGE HAS ALWAYS EXISTED, BUT GEAR UP HAS ORGANIZED AND COORDIANATED THE EFFORTS

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	21.1%	10.5%	0.0%	15.8%	26.3%	21.1%	5.3%
Opportunities to participate in college visits	0.0%	10.5%	0.0%	0.0%	31.6%	52.6%	5.3%
Summer activities	15.8%	15.8%	0.0%	15.8%	21.1%	21.1%	10.5%



College Application and Exploration Week	5.3%	0.0%	0.0%	5.3%	47.4%	31.6%	10.5%
Provide information about college entrance requirements	5.3%	10.5%	0.0%	0.0%	26.3%	52.6%	5.3%
Career exploration activities	0.0%	10.5%	0.0%	10.5%	21.1%	52.6%	5.3%
Test preparation (e.g., ACT/SAT)	0.0%	5.3%	0.0%	5.3%	26.3%	57.9%	5.3%
Assistance with College Entrance Processes	5.3%	10.5%	0.0%	0.0%	26.3%	52.6%	5.3%
Assistance with completing financial aid forms (e.g., FAFSA)	0.0%	10.5%	0.0%	5.3%	10.5%	68.4%	5.3%
Teacher professional development about college awareness and success strategies	15.8%	10.5%	0.0%	5.3%	42.1%	21.1%	5.3%
Student Success Societies/Mentoring opportunities	0.0%	10.5%	5.3%	5.3%	26.3%	47.4%	5.3%
Faculty Senate Presentations	5.3%	5.3%	5.3%	15.8%	26.3%	36.8%	5.3%
College Decision Day and/or other college acceptance ceremonies/programming	5.3%	5.3%	5.3%	0.0%	26.3%	52.6%	5.3%

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

Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)	No Response (%)
15.8%	15.8%	36.8%	15.8%	10.5%	5.3%

Please Elaborate:

I participate when my participation is requested to assist my students in exploring options after high school.; I have volunteered to travel with students for College visits. I have also chaperoned students on trips to enhance specific interest in things such as robotics, drone technology, etc.; I am the site coordinator as well so I generally plan all activities or events or at least involved in all GEAR UP events.; Not part of it; I do what I am asked; Honestly, I only know GEAR UP as the grant that got us laptops, and whoever chose them did a terrible job. They constantly break, get kicked off the wifi, and are a general pain in the rear.; What GEAR UP activities? ; I am unable to attend activities due to my schedule.; Student Success Society Mentor

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 (%)
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I think GEAR UP is making a positive impact on students in my school.	5.3%	5.3%	0.0%	21.1%	63.2%	5.3%
I think GEAR UP is making a positive impact on my colleagues in my school.	10.5%	5.3%	0.0%	36.8%	42.1%	5.3%
GEAR UP activities are likely to be sustained after the grant ends.	10.5%	5.3%	10.5%	36.8%	31.6%	5.3%

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	5.3%	0.0%	5.3%	42.1%	42.1%	5.3%
Mentoring	5.3%	0.0%	15.8%	31.6%	42.1%	5.3%
Academic Support	5.3%	0.0%	0.0%	21.1%	68.4%	5.3%
Financial Literacy	5.3%	0.0%	5.3%	31.6%	52.6%	5.3%
Partnership with Institutions of Higher Education	5.3%	0.0%	10.5%	42.1%	36.8%	5.3%
Community Support	5.3%	0.0%	15.8%	21.1%	52.6%	5.3%
College Visits	5.3%	0.0%	15.8%	26.3%	47.4%	5.3%
Access to College Professionals	5.3%	0.0%	21.1%	36.8%	31.6%	5.3%
Life Skills Development	5.3%	0.0%	15.8%	15.8%	52.6%	10.5%
College Application and Exploration Week	5.3%	0.0%	10.5%	47.4%	31.6%	10.5%
College Decision Day	5.3%	0.0%	10.5%	42.1%	36.8%	5.3%

Please Elaborate:

The grant makes a huge difference in allowing college visits and exploration of college awareness. Without the grant, our school will have a difficult time financially supporting college visits for our students.; We will continue activities as moneys are available.; Most will depend on financial support to continue or available time. Both will require administrative support.; meh.; We encourage our students daily to further their education.; Funding to attend college visits will likely cease. ;

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.	5.3%	26.3%	31.6%	26.3%	5.3%	5.3%
...will be eligible to apply to a postsecondary institution.	0.0%	5.3%	31.6%	52.6%	5.3%	5.3%
...can make an educational plan that will prepare them for college.	0.0%	5.3%	26.3%	52.6%	10.5%	5.3%



...can get good grades in their high school science classes.	0.0%	5.3%	26.3%	47.4%	15.8%	5.3%
...can get good grades in their high school math classes.	0.0%	5.3%	26.3%	42.1%	21.1%	5.3%
...can choose the high school classes needed to get into college.	0.0%	5.3%	21.1%	52.6%	15.8%	5.3%
...know enough about computers/ technology to get into college.	0.0%	5.3%	21.1%	47.4%	21.1%	5.3%
...can go to college after high school.	0.0%	5.3%	31.6%	42.1%	15.8%	5.3%
...could get A's and B's in college.	0.0%	5.3%	42.1%	36.8%	10.5%	5.3%
...could finish college and receive a college degree.	0.0%	0.0%	36.8%	31.6%	15.8%	15.8%

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

Peer and family influence.; I feel that home support from adults is not there for many of our students.; They feel that they are from small town, rural West Virginia and are therefore not aggressive in their pursuit of their educational goals. They also have the fear of failure.; lack of family support; money; Their family life. These kids need counseling and healthcare services to be offered at the school.; Lack of finances; lack of motivation and funding; They get side tracked with life after graduation.; Funding; UNCERTAINTY OF FUNDING

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

Feeling like they have a lack of financial resources.; I feel that the lack of goal setting and perseverance to follow through with those goals prohibits many of our students from achieving a college education.; They give up to easily and do not see the need to persist in getting to their final goals in education. They are too used to instant gratification.; lack of family support and finances; money; Their family life and the culture around here. West Virginians seem to abhor education and those who are educated. Especially the WV Senate Republicans.; self-discipline; They drop classes due to money issues ; Funding and parents addicted to drugs. ; NOT ENOUGH RIGOR AND HIGH EXPECTATIONS ACROSS THE ENTIRE CURRICULUM

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

Students need to set goals early in order to let them become ingrained into their thinking about future education. letting their goals marinate for several years will provide a better taste in the long run.; My principal and vice principal are terrible human beings, and they should not be allowed to continue working in their jobs. I am getting out of this state as soon as I can. Good luck; there will probably be another strike next year because WV obviously can't get its junk together.